

WHAT IS THE IMPACT OF ADULT LEADERSHIP  
PROGRAMS ON RURAL COMMUNITY  
DEVELOPMENT: A CASE STUDY OF  
THE OKLAHOMA AGRICULTURAL  
LEADERSHIP PROGRAM

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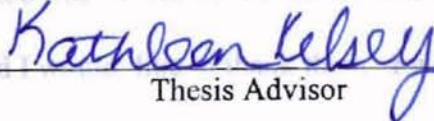
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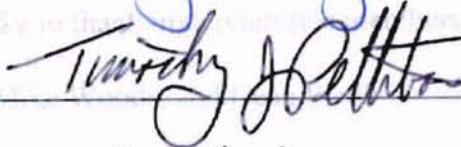
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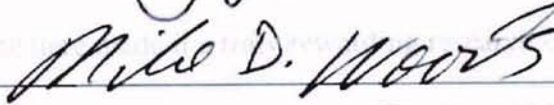
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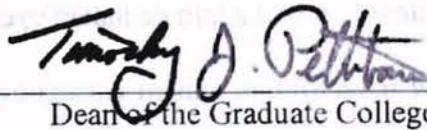
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Dean of the Graduate College

...and support I needed for me to reach those goals.  
...for making my research the best it could be.  
...for the endless statistics questions and

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“Good timber does not grow with ease. The stronger the wind the stronger the trees”

-J. Willard Marriott

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## CHAPTER I

### INTRODUCTION

#### Background and Setting

The United States, rural and agriculturally based leadership programs have a 70-year history (Heasley, 1986). Thirty rural and agricultural leadership programs currently operate in the United States with the mission of helping “rural leaders become more capable of resolving public issues” that effect rural communities (Lee-Cooper, 1994, p. 21). Rural and agricultural leadership program are an extensive effort to develop communities (Rossing & Heasley, 1987).

This chapter provides an introduction to the purpose of the research. The chapter deals with an introduction to the current situation in rural Oklahoma, a profile of the Oklahoma Agricultural Leadership Program, statement of the research problem, purpose of the study, research questions generated, limitations, assumptions, significance of the study and concludes with definition of terms used in the project.

There is a great need for agricultural leadership programs that address the issues facing 21<sup>st</sup> century farmers: diversity in production, increasing international trade, and increasing environmental legislation and regulations. These issues establish an atmosphere in which agriculturists must be educated and prepared with the essential knowledge, skills, and abilities in order to engage in leadership positions that concentrate on the many obstacles agriculture faces (Lee-Cooper, 1994). Leadership puts change in

motion. By striving to involve new people in the leadership structure of a community, one may introduce new ideas to the broader segment of the total community (Williams, 1989). The current array of rural and agricultural leadership programs demonstrates a significant societal investment towards the important goal of fostering community and public affairs participation of rural citizens (Rossing & Heasley, 1987).

Oklahoma being a rural state, rural community development is critical to its residents. Rural development is concerned with the well-being and quality of life for rural residents (Woods & Sanders, 1989). The state is faced with a massive outmigration from rural communities to urban areas (Barta, Doesken, & Woods, 2000). Rural communities face a variety of problems symptomatic of declining economic vitality and lack of local capacity to deal with, and effectively, address community problems.

Effective community development is dependent on the quality of leaders within a community and on their willingness to assume key roles in the development process (Mulkey, 1989). The Division of Agricultural Sciences and Natural Resources (DASNR) of Oklahoma State University (OSU) recognized the need for strengthening rural Oklahoma in their 1999 Strategic Plan. Priority Area 5, Goal 2 states that DASNR should “improve capacity of elected officials and other local leaders to deal with economic development and quality of life issues in both urban and rural areas” (DASNR Strategic Plan, 1999, p. i).

### Oklahoma Agricultural Leadership Program: A Profile

The Oklahoma Agricultural Leadership Program (OALP) was developed in 1980 to empower Oklahoma agriculturists with the leadership skills needed to survive in the

evolving agriculture industry and to address emerging issues in agriculture. It was developed for young adults actively involved in production agriculture or agribusiness. The program was designed to provide the training and experience necessary for the participants to assume leadership roles within their community and state (Oklahoma Agricultural Leadership State Advisory Council & Division of Agriculture OSU, 1985). A major goal of the OALP was preserving the rural lifestyle by keeping communities and schools healthy for future generations to return to rural communities (personal communication, H.R. Terry September 6, 2001). Class XI is currently in session and began in 2002.

#### Statement of Problem

With these pressing needs such as lack of quality leaders, outmigration, and lack of rural development in mind the researcher posed the question:

What is the impact of adult leadership programs on rural community development in Oklahoma?

For most leadership program evaluation studies, little documentation exists beyond claims by participants provided for demonstrating the impacts of the programs, or for demonstrating the contributions those efforts made toward producing some social, economic, or other direct consequence of the program (Pigg, 1990).

In this context, the researcher decided that the OALP program evaluation should be approached with mixed methods to explore and determine the extent of its impact on rural community development in Oklahoma.

## Purpose of the Study

Evaluation of leadership and rural community development programs is a critical element to continuing improvement of these programs (Boatman, 1989). Assessment and validation processes help leadership educators to investigate, judge and provide feedback to improve educational efforts, and help learners improve their experiences in community leadership roles (Boatman, 1989).

The effect of leadership programs on participants has been evaluated in numerous studies (Bolton, 1991; Howell, Weir, & Cook, 1979; Lee-Cooper, 1994; Olson, 1992; Whent & Leising, 1992); however, most evaluation studies of leadership development programs have reported participant perception data only. Few evaluation studies have measured impacts and most studies lack follow-up procedures involving multiple methods to determine non-goals based impacts of such programs (Rohs & Langone, 1993). Therefore, this study will help to determine the impacts of adult leadership programs on community development by documenting behavior changes among participants.

## Research Questions

The following research questions guided the study:

1. To what extent did the OALP integrated the rural community development process into the program?
2. To what extent did the OALP participants serve as change agents within their communities?
3. To what extent did the OALP develop leaders to meet community needs?

4. To what extent did the OALP participants take an active role in improving their communities?
5. To what extent did the OALP participants' socioeconomic status affect their impact on community development.

### Limitations

The following limitations were recognized:

1. The entire population of OALP graduates was intended to be surveyed for this study. However, three individuals were excluded from the study: one participant was deceased, and two participants could not be located.
2. It was not possible to control all variables for human subjects, furthermore the validity of the results could not be established without some margin of error.

### Assumptions

For the purpose of this study the following assumptions were made:

1. The OALP graduates answered the responses, perceptions and opinions obtained from the survey honestly and truthfully.
2. The OALP graduates were able to accurately recall their situation prior to and after graduating from the OALP.

### Significance of the Study

If leadership programs are to continue to survive, evaluation of such programs must document their effects not only on program participants but also how such effects

impact communities. Stakeholders, program sponsors, as well as participants will have a better understanding and appreciation for the value of the program activities, thus, producing the accountability that is necessary to preserve program support (Rohs & Langone, 1993).

The significance of this study can be ascribed to the potential changes for the program based on the findings and recommendations. The study may also assist in the in depth of understanding of the program because of the unique blend of both quantitative and qualitative methods.

#### Definition of Terms

The following definitions were used for the purpose of this study:

Leadership: The art of mobilizing others to want to struggle for shared aspirations (Kouzes & Posner, 1987).

Public Policy: A course of action or guiding principle pursued by the government (Knutson, 1998).

Policy Position: Conclusion as to what the role of government ought to be with respect to a particular problem or a set of circumstances (Knutson, 1998).

Fact: Something known with certainty (Knutson, 1998).

Belief: Describes what people think (Knutson, 1998).

Values: Conception of what should be (Knutson, 1998).

Goals: Desired ultimate end results or objectives (Knutson, 1998).



Rural Community Development: A process that is concerned with quality of life, improvement of well being for rural residents, wherever they eventually reside (Marshall, 2000).

Rural: All territory, population, and housing units located outside of urbanized areas and urban clusters and under 2,500 population (American Factfinder Census, 2000).

Socioeconomic Status (SES): Indicators such as income, education, occupation, provide information about an individual's access to social and economic resources (Link & Phelan, 1995).

### Synopsis

This introductory chapter dealt with the context of the research. It provided a broad idea of rural development and related literature. The chapter also generated research questions and defined terms that the researcher used. The next chapter will locate the study among other studies.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

This study sought to determine the impact of one leadership development program, the Oklahoma Agricultural Leadership Program (OALP) on community development. This chapter presents a review of literature relevant to the study. The review is divided into the following sections: a) background of the Oklahoma Agricultural Leadership Program, b) leadership, c) community development, d) innovation-decision process, e) public policy, and f) leadership programs that enhance community development.

#### Background and History of the Oklahoma Agricultural Leadership Program

The history of the OALP begins in November of 1980 when Oklahoma was invited to attend a meeting in Spokane, Washington held by the W. K. Kellogg Foundation to discuss "Leadership Development for Rural America." Delegates representing Oklahoma were from the Division of Agriculture, Oklahoma State University (OSU), the Oklahoma A&M Board of Regents, and agricultural leaders in the

state. The Agricultural Leadership Program was explained at this meeting and was conducted in five pilot states.

Upon returning from Washington, the delegates called a group of Oklahoma agricultural leaders together to begin the plans to develop a similar program in Oklahoma. Those involved in the preliminary planning and establishment of the Oklahoma Agricultural Leadership Program (OALP) included leaders from Oklahoma agricultural commodity groups, representatives from a local bank and newspaper, and consultants including a member of the A&M Board of Regents and a former Governor and U.S. Senator from Oklahoma (*Background and History of OALP*, 1994).

The two-year Oklahoma Agricultural Leadership Program was established in 1982 and developed by the state leadership council with funding from the W. K. Kellogg Foundation. The Oklahoma Agricultural Leadership Advisory Council, consisting of prominent agricultural leaders, worked in cooperation with the Division of Agricultural Sciences and Natural Resources (DASNR) at Oklahoma State University, (OSU), Stillwater, Oklahoma. The council had the responsibility for approving the general subject content of the curriculum and aided in the long-range development of the program (*Background and History of OALP*, 1994). The program was designed to provide leadership training and experience to a select group of adults ages 25-45 involved in agriculture or agribusiness to enable them to take on leadership roles in the state of Oklahoma (*Oklahoma Agricultural Leadership State Advisory Council & Division of Agriculture OSU*, 1985).

The overall goal of the OALP was to further the development of future leaders for Oklahoma agriculture. The program objectives were to:

1. Increase participants' awareness of Oklahoma's agricultural industry in relation to local, state, national, and international problems and opportunities.
2. Expand the participants' understanding of U. S. economic, political, cultural, and social systems and how they affect agriculture in Oklahoma.
3. Broaden the participants' perspectives on the major issues affecting agriculture and U. S. society.
4. Increase the participants' abilities to analyze and react to the complex problems affecting Oklahoma agriculture and its rural communities.
5. Increase the participants' leadership involvement and activities at the local, state, or national level for the benefit of Oklahoma agriculture.

(Oklahoma Agricultural Leadership Advisory Council & Division of Agriculture, 1985, p 1.)

According to the Oklahoma Agricultural Leadership Advisory Council, 2000, p.1 further objectives were later added:

6. Assist potential leaders develop a deeper understanding of themselves and of people. This includes personal and group study and interaction, improving skills in communications, and developing a commitment to future leadership roles in Oklahoma agriculture.
7. Help potential leaders develop a better understanding of the various systems of economics and government.
8. Help program participants increase and utilize their own knowledge and skills in order to solve problems and to explore opportunities for Oklahoma agriculture.

The director for Class I of the OALP was Dr. Keith Searce, former member of the Agricultural Economics faculty. Dr. Bill Taggart directed Class II. Dr. Eugene “Pete” Williams became the director in 1985. Dr. Williams instructed Classes III, IV, V, and VI. Dr. H. Robert Terry, former head of the Department of Agricultural Education, Communications, and 4-H Youth Development at OSU was appointed director in 1994 and directed classes VI, VII, VIII, IX, and X and retired in 2002 at the conclusion of class X. Dr. Joe Williams took the director’s position and began with class XI in 2002.

### Oklahoma Agricultural Leadership Program Components

#### *Participants*

The OALP was primarily designed for men and women in the early phase of their careers. In 1982, participant selection guidelines were identified.

The decision has been made internally that all Vocational Agriculture teachers and County Extension Directors will not be able to participate in the program. This would take too much time away from their jobs. All applications will be taken. Only one person per immediate family will be accepted into the program per year. No less than 24 full-time farmers and four to six agri-business persons will compose the first class. The selection Committee will screen out the applicants and if the committee has any questions as to the selection procedures, they will bring it up before the council (Background and History of OALP, 1994, p. 4).

Each class has been limited to 30 participants except Class IV. Class IV was limited to 25 members due to reduced finances and a small number of applicants.

Criteria for program participants were further defined in 1984. Participants' ages must range from 25 to 45 years old and must have been an Oklahoma resident for at least five years. The participants must be actively involved in production agriculture and/or a related agribusiness occupation in Oklahoma. Individuals involved in production agriculture but employed off-farm on a part-time basis were eligible for the program. Approximately 75 percent of the class members were selected from those individual candidates that were production oriented. Attendance at all OALP functions, seminars, and educational activities were required unless prevented by a serious illness or family medical emergency or death of an immediate family member. College degrees were not required and university credit could not be earned through participation in the program. (*Oklahoma Agricultural Leadership State Advisory Council & Division of Agriculture*, 1985).

The application procedure is as follows: a panel of OSU faculty members from the Division of Agriculture reviewed the applicants and selection was based on the records and merit of the applicants. Finalists and their spouses were interviewed for the final selection (*Oklahoma Agricultural Leadership State Advisory Council & Division of Agriculture*, 1985). In 1993, the Advisory Board revised part of the selection criteria to read:

Candidates must be actively engaged in production agriculture or in an agribusiness occupation or profession in Oklahoma. Applicants who are significantly engaged in production agriculture, but are employed part-time off the farm, are eligible. At least two-thirds of the class of 30 will be selected from applicants engaged in production agriculture. Only one member per family, per

class, will be eligible. Employees of Oklahoma State University, Cooperative Extension, USDA, Vocational-Technical Education or related areas of service will be limited to not more than a total of six in one class. (No more than two individuals from any one agency or group will be permitted to participate in any one class) (*Background and History of OALP*, 1994, p. 13).

The Oklahoma Agricultural Leadership State Advisory Council set criteria for participants. Participants ages 25-45 must be involved in agriculture or agribusiness. County Extension Directors and agriculture teachers were not eligible to participate in the program. Employees of OSU, Cooperative Extension Service, and USDA would be limited to no more than six in one class. Attendance at all OALP functions is required and college credit cannot be earned through participating in the program.

#### *Curriculum*

The curriculum for the program consists of an array of subjects including leadership development, communication, government operations and institutions, economics and policy, international trade, institutions and agencies that serve Oklahoma agriculture, family concerns, urban understanding, state and national government, water, energy, and other major issues facing Oklahoma agriculture. Seminars were held across Oklahoma and on the OSU campus (*Oklahoma Agricultural Leadership State Advisory Council & Division of Agriculture*, 1985). On-site tours and studies of both agriculture related and other businesses and industries were featured in special seminars. The seminars helped participants to discover first-hand the procedures and problems in production, marketing and financing.

The curriculum was not limited to agriculture. The OALP stressed the total economic and social picture, emphasizing the part agriculture plays in the total economy of towns, cities, nations, and worldwide. Developed and developing countries were studied as a part of the overall education process of understanding U. S. relationships with the world. Sessions on the customs and cultures of countries to be visited prepared the participants for an international study seminar (*Oklahoma Agricultural Leadership Advisory Council & Division of Agriculture, 1985*).

The curriculum was focused but not limited to agriculture. The curriculum tried to present a total view of agriculture from production, economic, government operations, and other major issues facing Oklahoma agriculture. Developed and developing countries were studied to prepare participants for the international trip.

#### *Support for the Program*

The W. K. Kellogg Foundation initially funded the OALP with a grant of \$10,000 for planning efforts. The Kellogg Foundation then provided a \$200,000 grant for implementation of the OALP. The Leadership Advisory Council developed a plan of fund raising activities for the program. To ensure success, major efforts were placed on planning for the first class. The Council submitted proposals totaling \$100,000 to several Oklahoma foundations, and private organizations, farm organizations, and private individuals also received proposals for raising funds.

The Noble Foundation funded a \$100,000 grant, payable at \$25,000 per year for four years beginning in 1984 with Class II. From 1988 through 1992, the Oklahoma Department of Agriculture agreed to give \$50,000 per year. In 1993, the Oklahoma Department of Agriculture based their dollar amount donated on their own budget but



continued to support the OALP. Other significant donors to the program have included: Oklahoma Beef Commission, Farmland Industries, Mobay Chemicals, Oklahoma Wheat Commission, Oklahoma Association of Electric Cooperatives, Oklahoma Farmers Union, Oklahoma Cooperative Council, Farmer Coop Grain Dealer Association-Enid, Oklahoma Wheat Growers Association, Oklahoma Vegetable Growers Association, R. T. Stuart/Stuart Ranch, Clyde Wheeler, Jr./Clear Creek Ranch (*Background and History of OALP*, 1994).

In 2000, participants in the OALP payed a \$1,500 tuition fee. A major portion of the program costs; however, came from private sources. Individuals, organized groups, foundations and business help support the leadership program through tax-deductible contributions (Oklahoma Agricultural Leadership Advisory Council & Division of Agriculture, 1985).

Thus, the Kellogg Foundation initially funded the OALP. The Noble Foundation, Oklahoma Department of Agriculture, and private businesses and individuals provide the program with funding each year. Participants currently pay a tuition fee.

### Leadership

Leadership contains a broad spectrum of components. Within the leadership construct, team, transformational, and community leadership are the types of leadership most important to this study. These types of leadership rely on leader's networks and ability to utilize these networks for positive actions as well as creating a collective community action to promote and encourage change. The OALP does not provide

participants with actual leadership training, but activities that broaden and expand knowledge and promote personal development.

Two dimensions are important in understanding leadership. First, the leader creates a vision of the future, and second, the leader inspires people to make the vision a reality. Kouzes and Posner (1987) viewed leadership as the relationship of leader to follower. The relationship was built on an ability to understand human behavior, to listen, to understand, and to respond to human needs. The team leadership theory approach is thought to be one of the most effective in community settings and will provide the theoretical underpinning for this study.

### *Team Leadership*

Teams, like groups, are composed of individuals who interact with one another, and who must rely on that interaction for success and achievement of goals (Pomrenke, 1982). The key to transformation to team leadership is the evolution of the role of leadership (Horner, 1997). Team leadership is the development of individual leadership capabilities, development of skills necessary for effective group process, and development and use of the “dynamic” that the leadership of any group may constantly shift to the individual who has the necessary information and skills to solve the problems presented to the group (Buchtel & Guzzetta, 1977).

As team members practice self-management, they begin to take personal responsibility for outcomes, feel personally accountable, monitor and manage their own performance, and help others to improve their performance (Hackman, 1987). The process of team leadership places more ownership and responsibility on all team members (Horner, 1997).

Successful leaders take on different responsibilities or internal relational leadership functions such as facilitation, coaching, and managing relations outside the group because the leaders are firmly integrated with the teams themselves (Fisher, 1993). Team leaders are required to think and act differently, using innovation and personal values to help guide their actions (Horner, 1997). Teams provide an arena in which new skills and behaviors can be tested, providing the environment and climate that the threat to status or personal sense of worth is minimized (Pomrenke, 1982).

Team leaders need to hold visions, values, assumptions, and paradigms that are in agreement with having a team-oriented, empowered workforce to be most successful. Without the vision and values to support the structure of future organizations people may not be equipped to make decisions in line with that structure (Horner, 1997). As people get a clearer idea of how their tasks relate to the goals, they are much more likely to accept those goals as their own (Pomrenke, 1982).

In some situations, the leadership may be rotated among team members over time. The line between leaders and followers becomes less clear and more flexible. All members of a team have the potential to add leadership to the team. Success for team leadership does not depend solely on applying the right behavior given the right situation, as individual leadership requires (Horner, 1997). Developing shared knowledge among team members, promoting open communication, providing goals, and allocating resources efficiently are among the internal task functions for team leaders (Kozlowski, Gully, Salas, & Cannon-Bowers, 1995).

The OALP provides networking and information for team leaders to access information for their communities. Networking, accessing, and sharing information are

external leadership functions within the environment of the organization (Hughes, Ginnett, & Curphy, 1993). OALP participants in groups or teams have to identify major problems facing agriculture to research and present presentations with information and recommendations. These presentations help participants to learn how to work in teams to start the process of solving the problems of community improvement (personal communication, H.R. Terry, June 5, 2002).

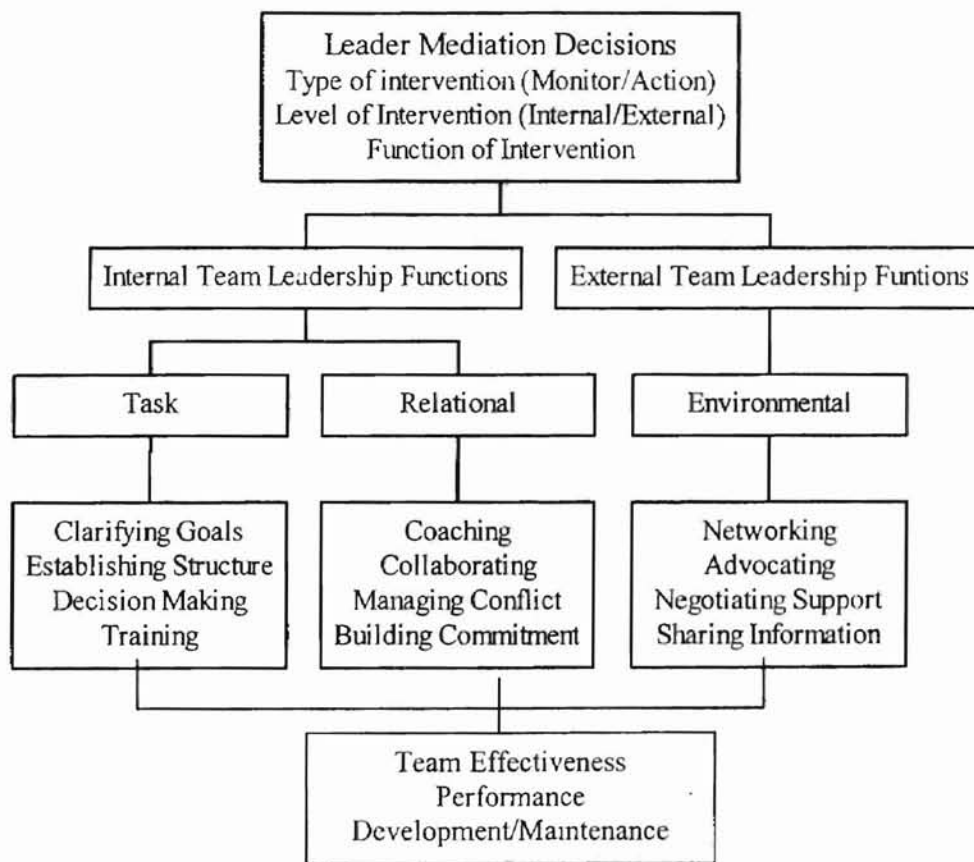


Figure 1. Team Leadership Model (Hughes, et al., 1993, p. 429)

The OALP does not provide its participants with traditional leadership training of theory review and skill development activities, but the activities in the seminars are designed to broaden and expand knowledge concerning agriculture and Oklahoma rural communities, to promote personal growth and development. Different OALP participants chair each seminar and lead the group in discussions and take charge of the seminars (personal communication, H. R. Terry, June 5, 2002).

### *Community Leaders*

The National Extension Task Force on Community Leadership created a definition of community leadership. It involves influence, power, and input into public decision-making over one or more spheres of activity. The spheres of activity may include an organization, an area of interest, an institution, a town, county or region. Leadership capacity extends beyond the skills necessary to maintain a social service and activities organization (as cited, Langone, 1992). Effective leadership will take communities into rural development (Cornell, 2000).

The leadership and influence that an individual provides a community is generally a function of that person's location in leadership hierarchy (Beaulieu & Smith, 2000). Leadership hierarchy in most communities forms a structure much like a pyramid. Components of the hierarchy are:

Legitimizers: individuals who provide the approval necessary to guarantee the success of the important undertakings. Their efforts are addressed to projects having important policy implications for the community. Though they may not become actively involved in all community issues or concerns, their endorsement is often essential if

groups or individuals hope to be successful in accomplishing the goals and objectives of their local projects (Beaulieu & Smith, 2000).

Implementers: they form the second level of leadership in the community, are the more active participants in the community projects. Their involvement is often limited to areas in which they possess technical and/or professional competencies. Their key function is to implement the plans and decisions arrived at or by the legitimizers. Given their active involvement in local projects, they tend to acquire high visibility in the eyes of most community residents (Beaulieu & Smith, 2000).

Doers: they perform most of the chores associated with a project, such as stuffing envelopes, making and answering phone calls, distribution of information and rallying support of local residents behind the project. They perform a key role by ensuring that all tasks are carried out (Beaulieu & Smith, 2000).

General public: they remain removed from active involvement in local leadership activities. They do constitute an important aspect of the locality that must be given due consideration in important decision, particularly those directly affecting them (Beaulieu & Smith, 2000).

Community development frequently requires new kinds of behavior and new kinds of action. Breaking with past habits or established ways of doing business often requires an innovator or a set of innovators willing to assume risk and do things differently (Cornell, 2000). Some theorists have suggested that leadership programs should teach participants to become change agents in their communities. Change is difficult in communities because people are resistant to change and erect barriers to prevent discussion and action promoting change (Hughes, 1998). This concept fits into

the objective of community leadership, which is to build better communities. Before community leaders and educators can seek to implement desired change, they must have some feel for existing attitudes and perceptions with respect to those factors which impact economic development objectives and outcomes (Williams, 1989). Being able to determine what styles of leadership are needed based on personal skills and followers' education and skills will promote community development (Robinson, 1994).

The community development leader must be a leadership role model and use a flexible framework for collaborative teamwork to be effective in today's community and economic development arena. Leaders must adjust their behavior to meet the levels of experience, the knowledge, the skills and the expectations of the group members in every situation, which faces the community development efforts (Robinson, 1994).

Developing new generations of local leaders and encouraging participation within the community is a source of vitality for development. It helps to ensure new ideas, increase competence among leaders, help promote and allow change, and will make the transition of power to the new generation smoother (Williams, 1989). The OALP works for the promotion of agriculture and rural communities as well as the development of leaders in agriculture and rural communities. In order to promote this type of leadership, younger people are needed to bring on the next generation of leaders. This is a concern for the OALP (H.R Terry, personal communication, September 6, 2001).

#### *Leader's Networks*

One of the most important components of community leaders is the leaders' ability to mobilize resources and to generate collective action at the community level (Heekathorn, 1993; Ryan, 1994). This ability depends largely on the quality of

connections to others both inside and outside of the community (Jenkins, 1983; McCarthy & Zald, 1977; McGranahan, 1984; Wellman & Berkowitz, 1998).

To create sustainable development at the rural community level, communities must be able to consistently mobilize resources through collective action (Luloff & Swanson, 1990). To do this, a well-established system of information networks and a method of allocating organized efforts in the community need to be in place (Brown, 1991).

Resource mobilization and leader's networks are critical for rural development.

Necessary resources for successful community development activities include those internal and external to the community (O'Brien, Hassinger, Brown, & Pinkerton, 1991).

Internal resources include the capacity of persons within the community to devote time and resources to communal activities. Communities must mobilize internal resources to strengthen "bridges" with external institutions (Brown & Nylander, 1998).

External resources include government and foundation funding, contacts with potential employers, and access to information about potential options for a community (Brown & Nylander, 1998). To access these resources, a community and its leadership must build bridges to link with the outside world (Allen & Dillman, 1994; Granovetter, 1973). Leaders often serve as the "bridges".

The ability of small towns to mobilize external and internal resources for rural development activities depends largely on social networks of their community leaders and other residents (Brown & Nylander, 1998). Leaders' networks must connect them to the "right" people (Brown, 1991; Marwell, Oliver, & Pahl, 1988; Oliver & Marwell, 1988). O'Brien, Hassinger, Brown, & Pinkerton (1991) and Wall (1989) both found that communities with women and other minorities in leadership roles were more viable than



similar communities that did not have women or other minorities because these people can tap into a variety of network linkages that white males have little access to. Networks are important to transformational leaders (Bass, 1990). The transformational leader manages “to foster a new set of social networks with new flows and ties” (Tichy & Devanna, 1986, p. 193).

The OALP seminars bring participants in contact with experts. The networking opportunities provide participants’ with the knowledge and resources needed to become active leaders in their communities. The exposure OALP seminars provides participants with information and contacts for leaders to form an information network with class members and experts across the state to utilize resources for the benefit of Oklahoma agriculture and rural communities. The seminars inform participants of resources that are available for use across their cities, counties, Oklahoma, and nationally otherwise not known for the promotion of Oklahoma agriculture and rural communities. One of the strongest aspects of the OALP is networking capabilities for participants (H.R Terry, personal communication, June 5, 2002).

### Community Development

The need for rural community development in Oklahoma is eminent as 39% of the state’s population resides in non-metro counties (United States Census, 2000). Rural development is a broad concept that implies more than increasing jobs and income. Rural community development is a community wide process consisting of actions to improve the welfare of the community residents through increased capacity for

community action. Economic development is a subset of those actions focusing on the economy of the community. The development process includes problem identification, assessment of the community's organizational structure (or capacity) to address the problems, developing the necessary capacity, and the design and implementation of action programs to address the problems (Mulkey, 1989). Community development does focus on change and the increase in the ability of community systems to create desirable change, to adapt to unavoidable change and to ward off undesirable change (Cook, 1994).

The two broad divisions involving community development are economic and social. The social aspect focuses on increasing the capacity of the community for self-help and self-direction (Wilkinson, 1988). In contrast, economic development often tends to be too narrow and focus solely on increasing income for citizens. Economic development programs extend far beyond agriculture. There is evidence that a healthy agricultural production sector does not equate to a healthy community economy (Schutjer, 1991). Agriculture and natural resources are not the driving forces of the economy in all rural communities. A study completed in West Texas and Kansas showed that economic growth neither positively nor significantly related to farm income on a consistent basis (Knutson & Fisher, 1989).

Community development programs are intended to address economic and social problems within a community. Community development programs have four basic components: leadership, public policy, economic development, and community services (Seevers, Graham, Gamon, & Conklin 1997). It implies a broad approach to development, and it promotes the consideration of the implications for the health of the total area; for example, relocation of an industry and allows the issues of values and

quality of life to be considered (Seevers, Graham, Gamon, & Conklin 1997). The purpose of community development programs is to create local leaders to influence the impact and direction of changes that take place in rural and urban communities (Bolton, 1991).

Community development is essential for community survival. Factors critical to community survival, but often missing include visionary leadership, strategic economic and social development, policies that recognize rural differences, partnerships and power sharing, and thoughtful development of technology (Kusimo, Keyes, Balow, Carter, & Poe, 1999).

Luther and Wall (1994) concluded that the following characteristics are essential to community survival:

- Evidence of community pride
- Emphasis on quality in business and community life
- Willingness to invest in the future
- Participatory approach to community decision-making
- Cooperative community spirit
- Realistic appraisal of future opportunities
- Awareness of competitive positioning
- Knowledge of the physical environment
- Active economic development program
- Deliberate transition of power to a younger generation of leaders
- Acceptance of women in leadership roles
- Strong belief in and support for education

- Problem-solving approach to providing health care
- Strong multigenerational family orientation
- Strong presence of traditional institutions that are integral to community life
- Attention to sound and well-maintained infrastructure
- Careful use of fiscal resources
- Sophisticated use of information resources

Rural areas suffer from slow job growth and high unemployment, reduced population growth, and increased outmigration, underdeveloped human resources, substandard housing, inadequate infrastructure, and overburdened community leadership (United States Department of Agriculture, 1988).

In the not too distant past, companies tended to locate new plants in rural areas, particularly in the South, to take advantage of low tax rates and labor costs. Those facilities are now being moved to Mexico and other developing nations that offer cheap labor and raw materials. Economic development may leapfrog from domestic urban areas to developing nations, skipping rural America altogether. The textile and electronic industries have conceded to the Pacific Rim countries, South America, and Mexico. As a direct result of such shifts in the economy, rural America is experiencing erosion in the quality of life (Miller, 1987).

Illiteracy is one of the most pressing issues facing rural communities. Not only is illiteracy a detriment for the individual, it has a significant, negative impact on the community (Sullins, Volger, & Mays, 1987). Illiteracy hinders local adjustment to the requirements of a competitive, service-oriented, high tech economy (Knutson & Fisher, 1989). Policies that improve human capital through education are part of a long-term

solution to the erosion of quality of life in rural communities (Woods & Sanders, 1989). Education and worker training are uniformly regarded as necessary elements in a high-performance rural development policy. This is also because of the importance of education for the quality of life, vibrant civic and democratic institutions, and improvement in productivity and earnings (Marshall, 2000).

Objective Four of the OALP was to increase participants' abilities to analyze and react to the complex problems affecting Oklahoma agriculture and its rural communities and Objective Eight is to help program participants increase and utilize their own knowledge and skills in order to solve problems and to explore opportunities for Oklahoma agriculture (Oklahoma Agricultural Leadership Advisory Council & Division of Agriculture, 1985, p 1. & Oklahoma Agricultural Leadership Advisory Council, 2000, p.1). These objectives encompass all aspects of rural community development.

OALP classes IX and X explored positive futures for rural America in a farmer and rancher forum and discussed the economic and demographic trends in rural Oklahoma. The seminars addressed problems the problems facing rural communities (Seminar agendas, OALP internal document). The participants discussed problems in their communities. Loss of jobs, quality of life issues, and rural hospitals were the areas of most concern (M.D Woods, personal communication, June 5, 2002). The discussions increased awareness of problems facing rural communities, but it did not give participants' the training and skills to utilize the networks built during the program, react and solve problems for Oklahoma agriculture and its rural communities.

Rural community development is a broad concept that addresses the social and economic concerns of a community. Community development programs have four basic

components: leadership, public policy, economic development, and community services (Seevers, et al., 1997). Classes IX and X of the OALP examined economic and demographic trends in rural Oklahoma, but did not focus on skill development to address these problems in rural Oklahoma.

### Innovation-Decision Process

One way in which change can be understood is through the innovation-decision process as explained by Rogers (1995). Change is always expected to be positive, and the change agent is also an innovator. It is possible to locate the stage in which a given change agent is performing by referring to Rogers' (1995) innovation-decision process. As discussed in the literature of OALP, one of the main concerns of OALP is to bring about positive social change. It could be argued that OALP seeks to develop change agents. Hence, the whole program itself could be interpreted in terms of Rogers' (1995) innovation-decision process.

The innovation-decision process is the process that an individual passes from 1) from first knowledge of an innovation, 2) to forming an attitude toward the innovation, 3) to a decision to adopt or reject, 4) implementation of the new idea, and 5) confirmation of this decision. This process included a series of actions and choices over time through which an individual evaluates a new idea and decides whether or not to incorporate the innovation into ongoing practice (Rogers, 1995).

A model of the innovation-decision process includes knowledge, persuasion, decision, implementation, and confirmation (Rogers, 1995).

### *Knowledge Stage*

The process begins with the knowledge stage. This occurs when an individual is exposed to an innovation's existence and gains an understanding of how it functions. There are conflicting theories as to which comes first; needs or awareness of an innovation. It is argued that awareness of an innovation is by accident, because an individual cannot search for an innovation if there is no knowledge of its existence, therefore, the individual takes a passive role in being exposed to awareness-knowledge. Other theories suggest that an individual gains awareness-knowledge through behavior that must be initiated, that awareness-knowledge is not a passive activity. Individuals usually expose themselves to ideas that are in line with their own interests, needs, and existing attitudes. Selective exposure is the tendency to consciously or unconsciously avoid messages that conflict with their own predispositions (Rogers, 1995).

### *Persuasion Stage*

In the persuasion stage the individual forms a favorable or unfavorable attitude toward the innovation. The individual would become more psychologically involved with the innovation and actively seek information about the innovation, what messages are received, and how the information is interpreted (Rogers, 1995).

### *Decision Stage*

The decision stage takes place when an individual engages in activities that lead to a choice to adopt or reject an innovation. Adoption is the decision to make full use of the innovation as the best course of action, and rejection is the decision not to adopt the innovation. The majority of individuals will not adopt an innovation without a trial period to determine the usefulness. "Trial-by-others" provides the trial process for some

individuals could substitute for their own trial of the innovation. Change agents often try to speed up the innovation process by sponsoring demonstrations of the new idea.

The process could lead to a rejection decision just as to adoption. Each stage of the process is a potential point of rejection. Discontinuance can occur even after previous decision to adopt (Rogers, 1995).

### *Implementation Stage*

This stage occurs when an individual puts the innovation to use. The implementation stage involves explicit behavior change. Uncertainty about the anticipated consequences of the innovation still exists in the implementation stage. Actively seeking information occurs during this stage. The change agent must provide technical assistance as the individual begins use of the innovation. When the innovation loses its dissimilar quality as the separate identity the innovation stage ends. Implementation could represent the end of the process for some individuals, however the confirmation stage could occur (Rogers, 1995).

### *Confirmation Stage*

In the confirmation stage the individual seeks reinforcement of the decision previously made or reverse an earlier decision to adopt or reject if conflicting information concerning the innovation is exposed. The individual seeks to avoid or reduce dissonance in the confirmation stage (Rogers, 1995).



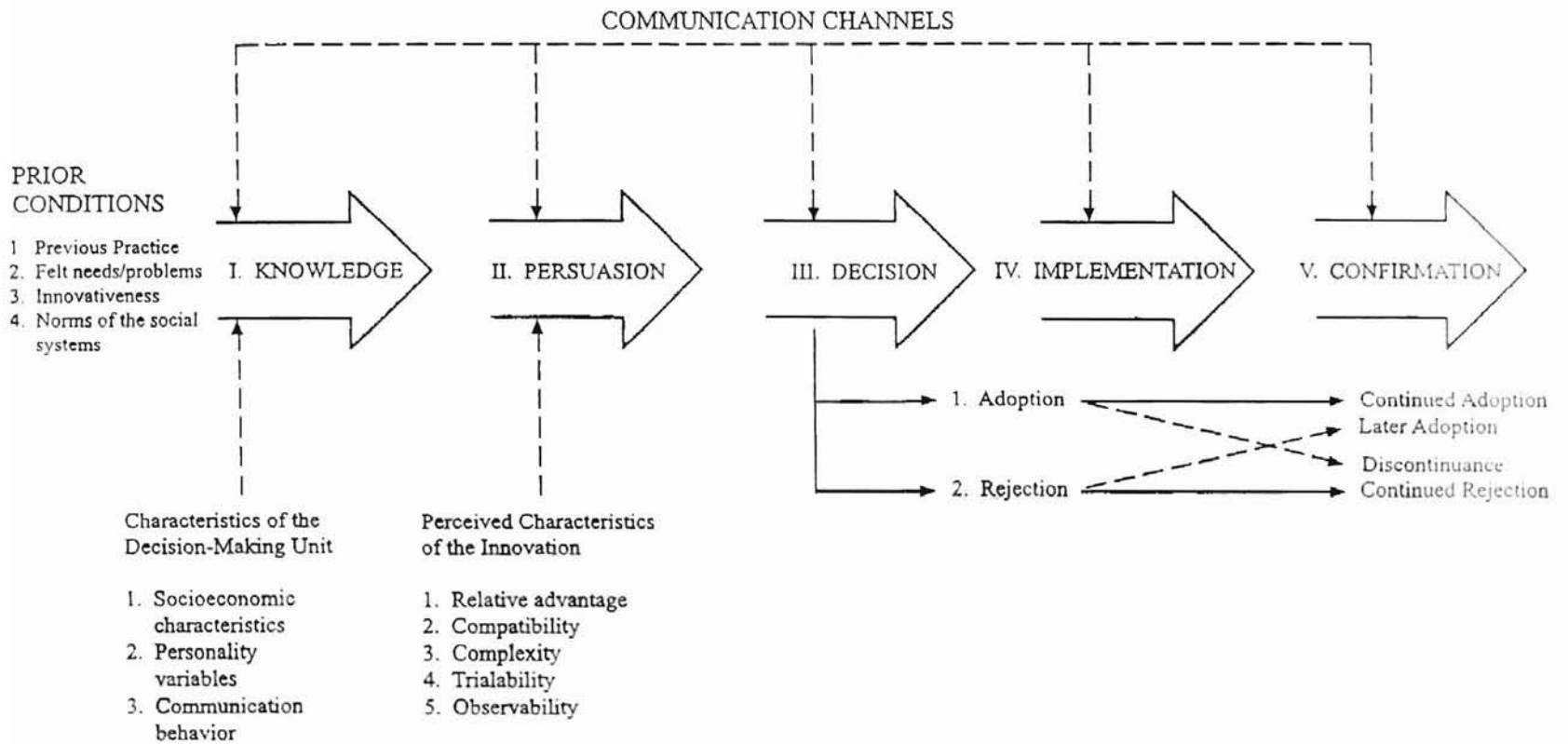


Figure 2. Innovation-Decision Process Model (Rogers, 1995, p.163)

The Rogers' (1995) innovation-decision process model summarizes how different stages of change can be understood (Figure 3).

### Public Policy

Understanding public policy and how it affects Oklahoma agriculture is one of the main focuses of the OALP (personal communication, H.R. Terry, September 6, 2001).

Two objectives of the OALP specifically entail understanding public policy:

1. Objective Two: to expand participants' understanding of U. S. economic, political, cultural, and social systems and how they affect agriculture in Oklahoma.
2. Objective Seven of the OALP is to help potential leaders develop a better understanding of the various systems of economic and government (Oklahoma Agricultural Leadership Advisory Council, 2000, p. 1).

Policy is concerned with the total system, and is a more comprehensive concept than program or action. It generally involves the coordinated actions or programs, and implies a course of conduct to achieve certain goals (Tweeten & Brinkman, 1976). The essence of the policy process is politics. Politics has been defined as the art of the possible, the art of compromise, and the art of determining who gets what (Knutson, Penn, & Flinchbaugh, 1998).

There is a similar layer of public policy in rural communities everywhere with issues involving income, production, infrastructures, standard of living issues, and diminishing rural communities. Discussions of public policy issues are hindered by the

perception that they benefit or harm certain groups, regardless of reality. It is often said that perception becomes reality (Sanders, 1993).

Policy changes because goals, values, and beliefs change over time. These changes may be the result of enhanced communication, introductions to new ideas, improved education, or a change in the nature of the problem. For example, increased consumer concern with food safety, increased concern with conservation practices, endangered species, and genetically modified organism concerns all give rise to policy debate. The goals change over time due to the importance of individuals or groups influencing policy (Knutson, et al., 1998).

A policy position indicates a conclusion as to what the role of government ought to be with respect to a particular problem or a set of circumstances. Policy positions as shown in Figure 4, are derived from the interaction of facts, beliefs, values, and goals that are held by individuals (Knutson, et al., 1998, p. 5).

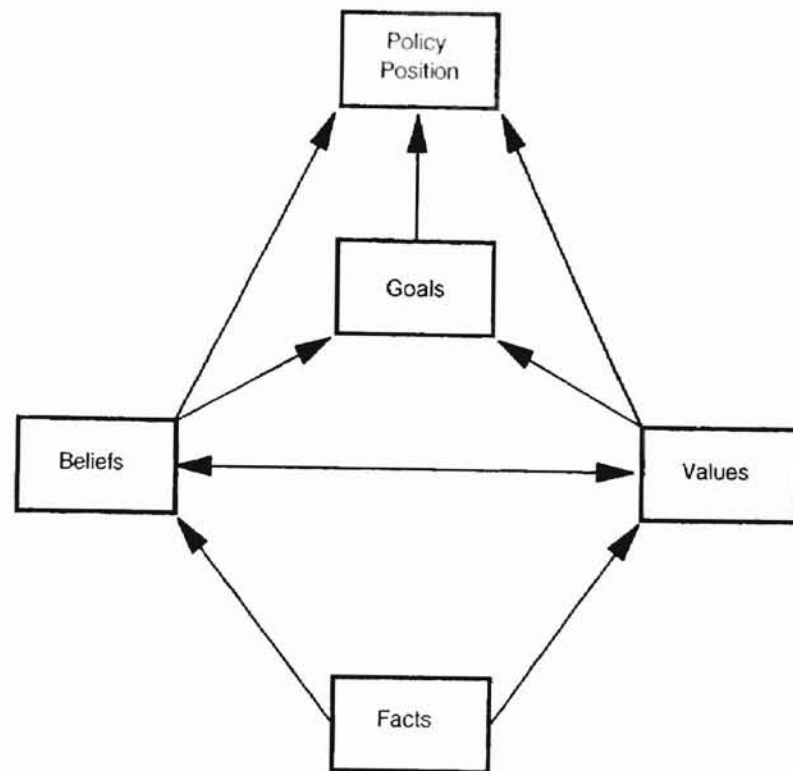


Figure 4. Factors Influencing Policy Position (Knutson, et al., 1998, p. 5)

### *Rural Policy*

Rural development policy is public policy designed to achieve goals in rural areas. Rural policy has shifted its primary emphasis from specialized agricultural assistance to a broader support for the total community. Non-metropolitan goals must be intergraded with national goals (Tweeten & Brinkman, 1976). “Is there a better way to aid rural communities in attaining, maintaining, or enriching the vitality of the economy (whether or not commercial agriculture needs continued government support)” is the continuing question plaguing policymakers (Woods & Sanders, 1989, p. 13). The great differences among rural America make it difficult to create national policies that fit all

areas. Two important components of rural policy are human resource development and telecommunications (Marshall, 2000).

#### *Formation of Rural Development Policy*

At the federal level, the legislative branch analyzes and approves programs and appropriates the money for the policies. The development of rural policy involves many committees in Congress. Programs in health, education, labor, and housing are some of the issues involved. Committees from each of these areas must be engaged in the process. The executive branch in turn, has major responsibilities for implementing these programs, but it too may become involved in policy design. The judicial branch has relatively a minor role in policy formation and is involved in determining the legality of programs and procedures for implementation. Election of federal senators and representatives as well as state and local officials is ultimately accomplished at the local level. Many federal programs are integrated with state and local efforts and are designed to be administered through local channels (Tweeten & Brinkman, 1976).

#### *Agricultural Policy*

One of the more curious and confusing areas of public policy is agricultural policy (Kornacki, 1987). Agricultural policy contains several interrelated and highly controversial issues such as commodity subsidies, conservation practices, and resource allocation. Agriculture and food policy entails the principles that guide government participation in production, resources employed in production, marketing, and consumption of food, and the environment in which rural Americans live (Knutson, et al., 1998). The government is asked to help ease the problems facing agriculturists; low commodity prices, drought, and recession. Government interference could include

stopping delivery of certain crops due to infestation of insects in order to prevent a ban on United States commodities. Problems facing agricultural policy are low farm income, the need to stabilize farm prices and incomes, the importance of adequate food supply, the safety of the food supply, and protecting the capacity of agriculture to produce in future generations (conservation programs) (Knutson, et al., 1998).

#### *Formation of Agricultural Policy*

Implementation of a cohesive agricultural policy requires the establishment of a broad base of support in the Congress and the executive branch of government. The House and Senate Committees develop legislation, appropriate funds, and oversee programs and funds. The chief function of Congress is to make laws that establish United States policy. The Executive Branch proposes the budget, evaluates proposals, prepares legislative reports, studies, and implements programs. The Judicial Branch settles disputes concerning programs and proposals. Interest groups play a large part in the formation of agricultural policy (Knutson, et al., 1998).

#### *Rural Policy vs. Agricultural Policy*

In the minds of many people, rural policy has been synonymous with agricultural policy (Marshall, 2000). This originated because of the close linkage between agriculture and rural areas in our country's early history. Rural areas are diverse and have other income sources besides agriculture. Agricultural policy will tend to be most important to those rural areas, which are greatly dependent on agriculture (Woods & Sanders, 1989), but not in all rural communities, thus when discussion rural policy one must not assume the intent is to include agricultural policy.

In conclusion, policy involves the coordinated actions or programs and implies a course of conduct to achieve certain goals (Tweeten & Brinkman, 1976). Changes in policies stem from changes in goals, values, and beliefs over time (Knutson, et al, 1996). Rural and agricultural policy are often lumped together as one area of public policy when the two have separate goals and areas of interest.

### Public Policy Education

Public policy education has as its very foundation the value of public participation in governmental decision. It is assumed that if the democratic system is to function effectively, the citizenry must be well informed of the major issues of the day, and must have the opportunity to participate in the decision-making process. Expanding the participation of local citizens in addressing these important local issues is of great importance (Beaulieu & Smith, 2000).

Barrows (1982) describes two basic approaches to public policy education: advocacy and alternatives-consequences. The advocacy approach has two versions. In the first version the educator examines an issue and then argues strongly for a chosen position. In the second advocacy version, the educator seeks to enhance the democratic process by helping groups without power obtain better representation in the decision-making process. The alternatives-consequences approach also has different versions. One version is used when an audience has similar values and interests. Here the educator helps clientele identify alternatives to achieve consensus objectives. In a second version, the educator directs programs toward the public or groups with diverse values and helps them clarify the issue, alternatives and consequences. An audience with shared values

(program participants) may also be exposed to issue alternatives and consequences perceived by other groups to broaden the program with competing interest groups.

Barrows argues that “public policy education programs must be objective... the educator must avoid becoming an advocate for one group or one position on the issue” (Barrows, 1982, p. 13). Barrows (1982) further concluded that even programs that are highly objective in presenting factual information on all sides of an issue are never completely value-free or politically neutral. However, “people generally recognize and respect an effort to be as objective as possible” (Barrows, 1982, p. 13).

Many leadership programs aim to improve participants’ ability to influence group decision-making and action. Many leadership-training programs deal with enhancing the understanding of Congress and the specific issues that may be before it.

Several federal agencies run their own in-house programs to familiarize employees with the vagaries of bureaucracy while training them in various subject areas. The Congressional Research Service, an arm of the United States Congress, runs regular training programs for new House and Senate staff members on legislative procedures and specific areas, such as agricultural policy (Kornacki, 1987).

#### *Need for Policy Education for Leaders*

Leadership puts policy into motion in local communities. To be an effective leader, a person must be informed, committed, and must continually attempt to maintain and strengthen the leadership base (Williams, 1989). Diversity in production, increasing international trade, and increasing environmental legislation and regulations are establishing an atmosphere in which agriculturists must be educated and prepared with the essential knowledge, skills, and abilities in order to properly enable themselves to



engage in leadership positions to concentrate on the many obstacles agriculture faces (Lee-Cooper, 1994).

Public policy education is needed to meet these objectives of the OALP:

1. Objective One: increase participants' awareness of Oklahoma's agricultural industry in relation to local, state, national, and international problems and opportunities,
2. Objective Two: expand the participants' understanding of U. S. economic, political, cultural, and social systems and how they affect agriculture in Oklahoma,
3. Objective Three: broaden the participants' perspectives on the major issues affecting agriculture and U. S. society,
4. Objective Four: increase the participants' leadership involvement and activities at the local, state, or national level for the benefit of Oklahoma agriculture,
5. Objective Seven: help potential leaders develop a better understanding of the various systems of economics and government (Oklahoma Agricultural Leadership Advisory Council & Division of Agriculture, 1985, p.1; & Oklahoma Agricultural Leadership Advisory Council, 2000, p.1).

The OALP tries to access policy from several different directions. The seminars provide on site studies of policy development. Participants' gain knowledge of policy affecting Oklahoma agriculture and rural communities through meetings with state and national representatives and senators from Oklahoma and interaction with the Oklahoma Department of Agriculture, and meeting with groups that lobby for Oklahoma agriculture (H.R Terry, personal communication, September 6, 2001).

Public policy education is important to the value of public participation in government decisions. It is important to have informed citizens participate in the decision-making process (Beaulieu & Smith, 2000). Barrows (1992) suggested there are two approaches to public policy education: advocacy and alternatives-consequences. Public policy education is important for agricultural leaders because of the increasing legislation and regulations, which is establishing an atmosphere that leaders must be prepared to face the barriers in agriculture.

### Participation and Community Development

A central concept in the community development literature emphasizes the importance of participation as a means of strengthening the local community (Martin & Wilkinson, 1985). Objective Five of the OALP is to increase participants' leadership involvement and activities at the local, state, or national level (Oklahoma Agricultural Leadership Advisory Council & Division of Agriculture, 1985, p. 1). Advocates and practitioners of community development also believe that citizens should be meaningfully involved in community decision-making (Coe, 1990). Warren indicated that the objective is to link residents of the community, or attempt to strengthen the horizontal perspective of a community (as cited in Coe, 1990). Leaders of successful community development organizations usually involve and continue to involve others (Robinson, 1994).

As residents of lower socioeconomic status tend to participate less in public affairs activities than those of higher socioeconomic status, community development

efforts need to address the resultant participation gap (Martin & Wilkinson, 1985). In some cases, the socioeconomic status of people often limits their access to the decision-making process. As public policy issues are debated, it is important to remain sensitive to the fact that probably not all perspectives or voices are being heard. Leaders must make every effort to recruit and involve people of racial/ethnic diversity or of lower socioeconomic standings. Their interests and concerns cannot be ignored or dismissed (Beaulieu & Smith, 2000). By striving to involve new people in the leadership structure of a community, one may introduce new ideas and reach a broader segment of the total community (Williams, 1989).

### Leadership Programs On Community Development

Leadership development programs that help to ensure an adequate supply of effective leaders are an important and continuing need in community development. These leaders provide the basis for improving the quality of life in communities (Fear, Vandenburg, Thullen, & Williams, 1985). Since effective local leadership does not exist in many rural communities, community development efforts must include identifying and training potential leaders (Winter, 1988). Leadership training may be incorporated as an integral part of community development programs, or alternately, a leadership training program may serve as the vehicle to allow the identification of community problems, an assessment of alternative approaches to solving these problems, and the design of action programs to address community problems. Leadership training programs, when offered within a community development framework, provide an opportunity to elaborate on the development process at the community level. Leadership is a process which consists of

several components, and each component of the leadership process—learned skills, specialized knowledge, and situation—offers the opportunity to integrate leadership training into community/economic development programs (Mulkey, 1989).

Leadership programs should prepare and stimulate participants to apply their learning through public policy participation (Rossing & Heasley, 1987). A study conducted by Martin and Wilkinson (1985) strongly suggested that leadership programs could effectively close the participation gap between individuals of higher and lower socioeconomic status. Leadership development can enhance the ability of individuals, of higher and lower socioeconomic status, to participate by developing the necessary skills (Martin & Wilkinson, 1985). Closing the participation gap, therefore, would be a means of promoting community development (Wilkinson, 1979). By consciously attempting to broaden the leadership skills and participation among groups not usually involved in community leadership roles, leadership-training programs can begin to overcome this problem. When leadership trainees are representative of the community in terms of race, gender, and socioeconomic status, interactions within the class can begin the process of fostering mutual understanding between community groups (Mulkey, 1989).

The need for effective leadership at the local level has never been greater. Actions at the State and Federal levels of government have shifted the responsibility for many programs and services to the local level, as a result local leaders are making more decisions with significant political, social, and economic impacts (Rinehart & Smith, 1995).

## Summary of Review of Literature

The two-year Oklahoma Agricultural Leadership Program was established in 1982 and developed by the state leadership council with funding from the W. K. Kellogg Foundation. The curriculum was focused on, but not limited to, agriculture. The curriculum presented a total view of agriculture from production, economic development, government operations, and other major issues facing Oklahoma agriculture. Developed and developing countries were studied to prepare participants for an international trip.

The Oklahoma Agricultural Leadership State Advisory Council set criteria for participants. Participants (ages 25-45) must be involved in agriculture or agribusiness. County Extension Directors and agriculture teachers were not eligible to participate in the program. Employees of OSU, Cooperative Extension Service, and USDA would be limited to no more than six in any one class.

Leadership is an abstract concept that has been defined in numerous ways. Leadership development is a complex process focusing on the changes in knowledge, skills, and abilities. The current trend of conditions in rural communities suggests that development of local leaders is an essential part of community survival (Robinson, 1994).

The team leadership theory approach is thought to be one of the most effective in community settings. Team leadership is the development of individual leadership capabilities, development of skills, and development and use of the "dynamic" that the leadership of any group may constantly shift to the individual who has the necessary information and skills to solve the problems presented to the group (Buchtel & Guzzetta, 1977). In some situations, the leadership may be rotated among team members over time. The line between leaders and followers becomes less clear and more flexible. All

In some situations, the leadership may be rotated among team members over time. The line between leaders and followers becomes less clear and more flexible. All members of a team have the potential to add leadership to the team under the team leadership approach (Horner, 1997).

Rural community development is a broad concept that addresses the social and economic concerns of a community (Seevers, Graham, Gamon, & Conklin, 1997). Community development efforts must focus on the development of local leaders to implement new ideas and increase public participation to increase support of the community (Coe, 1994; Robinson, 1994). Community development programs have four basic aspects: leadership, public policy, economic development, and community services (Seevers, et al., 1997). Community development is essential for community survival (Kusimo, Keyes, Balow, Carter, & Poe, 1999). The purpose of community development programs is to create local leaders to influence and impact the direction of changes that take place in rural and urban communities (Bolton, 1991).

A main focus of the OALP is to bring about positive social change; therefore the OALP can be interpreted in terms of Rogers' (1995) innovation-decision process. The innovation-decision process is the process that an individual passes from 1) from first knowledge of an innovation, 2) to forming an attitude toward the innovation, 3) to a decision to adopt or reject, 4) to implementation of the new idea, and finally 5) confirmation of the decision. This process includes a series of actions and choices over time through which an individual evaluates a new idea and decides whether or not to incorporate the innovation into ongoing practice (Rogers, 1995).

Educating leaders in public policy issues will enable community leaders to effectively address agricultural, rural, and political policy issues (Beaulieu & Smith, 2000; Barrows, 1992). The Oklahoma Agricultural Leadership Program works to develop well-rounded leaders to tackle the problems facing rural Oklahoma today. Public policy education is important to the value of public participation in government decisions. Informed citizens are needed to participate in the decision-making process (Beaulieu & Smith, 2000). Barrows (1992) suggested there are two approaches to public policy education: advocacy and alternatives-consequences. Public policy education is essential for agricultural leaders because of the increasing legislation and regulations.

Leadership development programs that help to ensure an adequate supply of effective leaders are an important and continuing need in community development. Leadership training programs, when offered within a community development framework, provide an opportunity to elaborate on the development process at the community level. Leadership is a process which consists of several components, and each component of the leadership process—learned skills, specialized knowledge, and situation—offers the opportunity to integrate leadership training into community/economic development programs (Mulkey, 1989).

Leadership training programs, when offered within a community development framework, provide an opportunity to elaborate on the development process at the community level (Mulkey, 1989). Leadership development can enhance the ability of individuals, of higher and lower socioeconomic status, to participate by developing the necessary skills (Martin & Wilkinson, 1985). Closing the participation gap, therefore, would be a means of promoting community development (Wilkinson, 1979).

The review of literature provided further evidence that the impact of leadership programs on community development is important for the continuance of leadership programs and the continuing development of communities.



## CHAPTER III

### METHODOLOGY

#### Introduction

The focus of this research was to determine the impacts of the Oklahoma Agricultural Leadership Program on rural community development skills among participants. This chapter describes the methodology for the research. The chapter begins with selection of method, theoretical base for method, research design, instrumentation, the reliability and validity of method and instrument, collection of data, and finally, the analysis of data.

#### Objectives of the Study

The objectives of this study were to:

1. Determine to what extent the OALP integrated the rural community development process into its program.
2. Determine to what extent OALP participants served as change agents within their communities.
3. Determine to what extent the OALP developed leaders to meet community needs.
4. Determine to what extent the OALP participants took an active role in improving their communities.

5. Determine to what extent the OALP participants' socioeconomic status affected their impact on community development.

### Selection of Method

The research was an evaluative study to determine the impacts of the OALP on rural community development. No single method of evaluation can render the most reliable results (Creswell, 1994). The researcher decided to use a combination of qualitative and quantitative methods. The quantitative survey data looked at statistical relationships and the qualitative, or case study data, helped to better understand the dynamics within the research project. Creswell (1994) advocated for the use of both qualitative and quantitative methods when allowed by the situation. Rohs and Langone (1993) further suggested that through a combination of quantitative and qualitative methods, a more comprehensive view of the leadership participants, processes, and impacts could be obtained.

### Research Design

In this evaluation study quantitative and qualitative methods were used, including a then-post survey, interviews, and fieldwork.

For the quantitative aspect of the study, descriptive survey research methods were used. The research design was a then-post self-report instrument used to reflect changes in knowledge and attitudes from before and after the program (Howard, Dailey, & Gulanick, 1979). Participants were asked to fill out the instrument and respond twice to each question. The respondents were asked to answer the question based on their

knowledge, skills, and experience before the OALP (Then) and answer the questions based on their knowledge, skills, and experience after the OALP (Post) (A copy of the instrument can be found in Appendix A).

The case study method was chosen for the qualitative aspect of the study. A case study was employed to gain an in-depth understanding of the situation and meaning for those involved (Merriam, 1998). Interviews, fieldwork, and open-ended questions from the survey were used to collect qualitative data.

#### Institutional Review Board Clearance

The proposal for this research project was reviewed by the Oklahoma State University Office of University Research Services, and submitted to the Institutional Review Board (IRB). It was approved from May 22, 2001 through March 20, 2003, and assigned the following IRB number: AG0136 (Appendix B).

#### Population

The population for the study were all graduates and participants of the OALP from Class I to Class X spanning the years of 1982 to 2001. A census was used for the survey, therefore sampling was not required.

#### Instrumentation

Five data collection techniques were used for the research, a survey, open-ended questions on the survey, interviews, fieldwork, and document analysis. Interviews were held to determine the impact of the OALP on participants and the effect on community

development. The interviews consisted of open-ended questions from program directors, and participants to determine the extent of community development by OALP participants.

After reviewing the literature, the researcher concluded that there was not an appropriate survey instrument to determine the impacts of the OALP on rural community development in Oklahoma. Hence, the researcher developed an original survey modeled after Pigg's (2001) *EXCEL: Experience in Community Enterprise and Leadership*.

Permission was granted by Pigg to model the survey on January 28, 2002 (Appendix C). The questions in the survey were derived from the literature of community development, leadership theory and development, and past evaluation studies of leadership programs. The questions on the survey were tailored to fit the OALP and the objectives of the study (Appendix D).

The instrument developed was a Post-Then design with Likert-type scales. The ratings ranged from strongly agree to strongly disagree (1-4) and not sure/not applicable was coded 0 for the analysis. There were six Likert-type sections, a partial open-ended involvement in organizations section, two open-ended questions, and a demographics section for a total of 98 questions.

### Validity & Reliability

Merriam (1998) suggested triangulation, using multiple sources of data or multiple methods to confirm the emerging findings, to strengthen reliability and internal validity of the study. Interviews, fieldwork, surveys, and document analysis were used to collect data.

### *Quantitative Data*

The Cronbach coefficient alpha for internal consistency for the instrument was calculated at 0.96. According to Ary, Jacobs and Razevich (1996) the instrument was found to be highly reliable (the acceptable range of reliability coefficient for research purposes is 0.50-0.60).

The research, being conducted on human subjects potentially faced threats to validity and reliability in the responses generated by the instrument. According to Pratt, McGuigan, William, and Katsey, (2000) when complete pretest-posttest information is collected, actual changes in knowledge and behaviors may be altered if the participants overestimate their knowledge and skills on the pretest. Similarly, pretest overestimation is likely if participants lack a clear understanding of the attitude, behavior, or skill the program is attempting to affect (Pratt, et al., 2000).

Using the then-post procedure is superior to the pre-post test design because the pretest-posttest method can produce bias against documenting real change and underestimates the program effectiveness (Mezoff, 1981a). Thus, the researcher overcame the problems of validity and reliability by using the post/then instrument.

The change in the participant's frame of reference due to program training is called response-shift bias (Howard & Dailey, 1979). Response-shift bias has been documented in several studies as a source of contamination (Howard et al, 1979; Sprangers & Hoogstaten, 1991; Rohs & Langone, 1997; & Pratt et al, 2000). To avoid this source of contamination, a post-then method was used to collect retrospective data at the conclusion of the program (Howard et al., 1979). Response-shift bias is avoided

because participants are rating themselves with a single frame of reference and at a single point in time (Pratt et al., 2000).

A study by Rohs (1999) revealed that the then-post approach given at one point in time reflected more accurately the changes in knowledge of subject matter from before and after than did the pre-post approach given at two points in time. In no study examined by Rohs (1999) comparing then-post and pre-post self-report methods was the pre-post measure superior or even equivalent to the then-post approach in reflecting behavioral indices of change (Rohs, 1999). This establishes the validity of the instrument.

Although the post-then test eliminates response-shift bias, other threats to validity and reliability arise such as memory-related problems, social desirability responding, overestimation of changes in knowledge, and effort justification (Howard, Millham, Slaten, & O'Donnell, 1981; Mezoff, 1981; Pratt, et al., 2000; & Sprangers, 1987). Evaluators considering retrospective tests must consider memory-related problems that influence the recall process. Clarifying a defined period, such as "since you began this program," may facilitate recall (Pratt et al., 2000). When using retrospective tests, instead of representing the accurate treatment, represent impression management is a possibility (Sprangers, 1987). An experiment conducted by Howard, et al., (1981) investigated the operation of social desirability. It was concluded that social desirability does exist when using retrospective tests. Effort justification occurs when subjects do not experience any benefit of the training, and in an attempt to justify the effort spent, adjust their initial pre-treatment ratings in a downward direction (Sprangers, 1987). By using objective measures and self-report measures, memory-related problems, social

desirability, and effort justification were controlled (Pratt, et al., 2000; & Sprangers, 1987). Interviews were also used to probe participants on exact behavior changes to triangulate results.

#### *Face and Content Validity*

A panel of experts confirmed content and face validity of the survey on February 7, 2002. The panel of experts consisted of members that had a Ph.D. and who were associated either as researchers or teachers in areas of leadership and rural development. The researcher felt that these members would contribute constructively to improving the face and content validity of the instrument.

#### *Pilot Testing*

Pilot testing an instrument is important “to provide an opportunity to identify confusing and ambiguous language and to obtain information about possible patterns of results” (Weirsmas, 1995, p. 183). A pilot test was conducted. Thirty randomly selected participants from the OALP population were generated in SPSS® 8.0 version. The Dillman (2000) four phase mailing approach was used. On March 26, 2002 the advance notice letter was sent. The survey and cover letter were sent on April 5, 2002. The thank you/reminder postcards were sent on April 15, 2002. The replacement survey and cover letter were sent on April 26, 2002. The response rate of the pilot test was 56.6%. After pilot testing, the researcher qualitatively analyzed the survey and minor revisions were made based upon responses of OALP participants.

#### *Qualitative Data*

To establish validity for the interviews, each interview was recorded on audiotape and transcribed. The transcriptions were sent to the interviewees to validate their

statements (Merriam, 1998). The qualitative analysis program ATLAS.ti was used to explore each aspect of the interview and open-ended questions from the survey to search for common themes.

## Data Collection

### *Quantitative Data*

To better understand the impact that the OALP had on rural community development both quantitative and qualitative data were collected. The survey developed by the researcher and document analysis were used to collect quantitative data.

Dillman (2000) suggested multiple contacts with participants to maximize response of mail surveys. Each contact should differ from the previous and convey a sense of appropriate renewal of an effort to communicate. The four phase mailing approach was used: advance notice letter, survey and cover letter, thank you/reminder postcard, and replacement survey and cover letter. The advance notice letter explained that a survey would be received in the mail, did not ask for immediate response, and asked the participant for help in an important study (Dillman, 2000). Research suggests that the advance notice letter reduces non-response (Dillman, Clark, & Sinclair, 1995). Dillman, et al., (1995) found that an advance notice letter added four to six percent to response rates for census surveys. The first survey mailing was mailed a week after the advance notice letter. The cover letter explained the purpose for the research, asked for a response in the postage paid return envelope, and ensured confidentiality (Dillman, 2000). The thank you/reminder postcards were mailed two weeks after the advance



notice letter. It was used to remind the participant of the survey. The replacement survey was the fourth contact and was mailed four weeks after the advance notice letter. The cover letter reinforced the importance of the study and encouraged response (Dillman, 2000).

To protect the confidentiality of the survey response, the researcher assigned a code to each participant, and coded surveys were sent to participants. Each participant of the OALP received an advance notice letter informing the respondent of the coming survey on May 14, 2002 (Appendix E). One week later on May 21, 2002, the questionnaire was sent through the mail. The questionnaire included a cover letter describing the purpose of the study, instrument, and a postage-paid envelope for the return of the completed inventory. A post card was mailed to the non-respondents one week following the date of the initial mailing on May 28, 2002. Non-respondents were reminded of the study being conducted and asked to return the completed questionnaire or request another. The replacement survey and cover letter were mailed on June 14, 2002. One hundred twenty-five responses were received. This process yielded a 43% response rate ( $n=125$ ).

### *Qualitative Data*

Open-ended responses on the survey and interviews were used as qualitative data. Extreme case sampling was used to select eight participants based on responses to the survey. The participants were chosen because the researcher believed the eight participants would supply the maximum variation of responses and would provide rich, thick descriptions of their OALP experience. Extreme case sampling “involves units

with special or unusual characteristics” (Wiersma, 2000, p. 286). Each of the eight participants was selected according to their responses on the survey because had an in-depth knowledge of rural development according to their survey responses. The eight participants were active in their communities, and had an understanding of rural development and the importance of and knowledge of change.

Semi-structured interviews were used for all eight of the interviewees. The interview was guided by a list of questions derived from the research questions and overall objectives of the study (Appendix F). This format allowed the researcher to respond to the situation at hand and to the perceptions of the interviewees (Merriam, 1998). Probing questions were used to further explore emerging themes from the interviewees and to clarify any responses. The interviewees were asked at the end of the interview if they had any other comments for improvements for the program.

The interviews were arranged and took place at the interviewee’s place of convenience, were audiotape recorded, and averaged about one hour in length. The interviews began with a summary of the research and guarantee of confidentiality. The interviewees were asked to sign a project consent form (Appendix F). Each interview was transcribed and cleaned by another individual to check for accuracy of the transcription. A copy of the transcription was mailed to each interviewee to verify the content of the interview. Two interviews were conducted August 8, 2002; the last six were conducted September 7-18, 2002.

To assure anonymity, the researcher while reporting the interviews used the general pronoun “he” for all interviewees, although several women participated in the interviews.

### *Handling of Non-response Bias*

To determine that there was not a difference between the respondents and non-respondents “double-dipping” was used (Linder, Murphy, & Briers, 2001; Miller & Smith, 1983). A random sample of 10% (n=20) of the nonrespondents was used to collect data from telephone interviews. The survey was used as an interview schedule. To combat memory related problems as a threat to reliability and validity the interviews began with clarifying the defined period (Pratt, et al., 2000), such as “before you entered the program... and how have you changed since completion of the program.” The data from the survey telephone interviews was compared to the data from the respondents. Early to late respondents were also compared on several demographic variables (Linder, Murphy, & Briers, 2001; Miller & Smith, 1983).

### *Analysis of Data*

The analysis of data was completed according to the type of data collected. Data collected through each method was analyzed separately as follows.

#### *Quantitative Data*

Quantitative data were analyzed using SPSS® 8.0 version. Descriptive, inferential, and factor analysis statistics were used. An alpha level of .05 was set a priori to determine statistical differences among variables. The statistical tests used were t-tests, effect size factor analysis, and ANOVA. Likert-type data is ordinal in nature, thus it is acceptable and practical to treat it as interval data and subject it to statistical analysis

as long as care is taken in the interpretation of the results (Kerlinger, 1986). Inferential statistics were used as a guide to understanding the relationships between variables

The effect size measures the magnitude of the treatment effect (Cohen, 1988). Measures of strength of association and effect size specify the practical significance of the research (Portillo, 2001).

A factor analysis is used as a data reduction tool and to study the correlations among a large number of interrelated variables by grouping the variables into a few factors (SPSS, 1997). This analysis involved varimax rotation and Kaiser normalization. With the varimax rotation the factors are orthogonal (uncorrelated) and are independent from one another, even if some variables load on more than one factor (Kim & Mueller, 1982). The “extent that a test measures a factor, it is said to be loaded on the factor” (Kerlinger, p.661, 1973). Hair et. al (1998) suggested when a sample size is larger than 100, loadings of  $\pm 0.40$  are considered more important and should be used for identifying variables that load on a factor.

As far as the quantitative data was concerned, the instrument collected data as follows:

Research Question 1 = Section 1 on Survey

Research Question 2 = Section 2 on Survey

Research Question 3 = Section 3 on Survey

Research Question 4 = Section 4 and 5 on Survey

Research Question 1, 2, 3, 4 = Section 6 on Survey

Research Question 5 = Demographics

#### Research Question 1 and Section 1 on Survey

*To what extent has the OALP integrated the rural community development process into the program?*

Quantitative methods were used on section one of the survey to determine if the rural community development process was integrated into the OALP. Descriptive statistics were used to calculate means, standard deviations, percentages, and frequencies calculated by SPSS® 8.0 version. Inferential statistics were analyzed in SPSS® 8.0 version by using a t-test to compare the means of the then/post scores.

#### Research Question 2 and Section 2 on Survey

*To what extent did OALP participants serve as change agents within their communities?*

Quantitative methods were used on section two of the survey determine if the OALP participants served as change agents. Descriptive statistics were used to calculate means, standard deviations, percentages, and frequencies calculated by SPSS® 8.0 version. Inferential statistics were analyzed in SPSS® 8.0 version by using a t-test to compare the means of the then/post scores.

#### Research Question 3 and Section 3 on Survey

*To what extent did the OALP develop leaders to meet community needs?*

Quantitative methods were used on section three of the survey to determine if the OALP developed leaders to meet community needs. Descriptive statistics were used to calculate means, standard deviations, percentages, and frequencies calculated by SPSS® 8.0 version. Inferential statistics were analyzed in SPSS® 8.0 version by using a t-test to compare the means of the then/post scores.

#### Research Question 4 and Section 4 and 5 on Survey

*To what extent did OALP participants take an active role in improving their communities?*

Quantitative methods were used on section four and five of the survey to determine if the OALP participants took an active role in improving their communities. Descriptive statistics were used to calculate means, standard deviations, percentages, and frequencies calculated by SPSS® 8.0 version. Inferential statistics were analyzed in SPSS® 8.0 version by using a t-test to compare the means of the then/post scores.

#### Research Questions 1, 2, 3, 4 and Section 6 on Survey

*Research Question 1. To what extent has the OALP integrated the rural community development process into the program?*

*Research Question 2. To what extent did OALP participants serve as change agents within their communities?*

*Research Question 3. To what extent did the OALP develop leaders to meet community needs?*

*Research Question 4. To what extent did OALP participants take an active role in improving their communities?*

Quantitative methods were used to determine if the OALP had integrated the rural community development process into the program, if participants served as change agents within their communities, had developed leaders to meet community needs, and if participants took an active role in improving their communities. Descriptive statistics were used to calculate means, standard deviations, percentages, and frequencies calculated by SPSS® 8.0 version. Inferential statistics were in SPSS® 8.0 version by using a t-test to compare the means of the then/post scores.

Research Question 5

*To what extent did OALP participants' socioeconomic status affects their impacts on community development?*

Quantitative methods were used to determine if the OALP participants' socioeconomic status affected their impacts on community development. SPSS ® 8.0 was used to perform a factor analysis on Likert-type items 1-70 on the survey using varimax rotation and Kaiser normalization which helped determine the factors impacting community development. Factor scores were then compared with the independent variables of the participants' gender and marital status using an independent t-test to determine significance. A Levene's test determined equality of variances. The

independent variables education level and income were compared with the factors in an ANOVA with a Tukey's post hoc test.

### *Qualitative Data*

Open-ended questions from the survey and face-to-face interviews comprised the qualitative data.

The qualitative data were analyzed and reported using Creswell's (1998) procedures:

1. *Organization of data.* The interviews were recorded and transcribed, cleaned by another individual who listened to the interview and read the transcribed document to check for accuracy, and then analyzed by the researcher using qualitative data program ATLAS.ti.
2. *Categorization of data.* The data was clustered into meaningful groups (categorized) using ATLAS.ti as an organizational tool.
3. *Interpretation of the data.* Statements that fell into like clusters were examined for specific meanings in relationship to the purpose of the study.
4. *Identification of patterns.* The data and their interpretations were examined for themes and patterns that characterized the program and allowed the researcher to draw conclusions.
5. *Synthesis.* An overall representation of participants' responses was created where conclusions and recommendations were drawn on the data presented.

Open-ended questions from the survey were analyzed using the program ATLAS.ti.



The researcher combined the quantitative and qualitative data to write the final report.

#### Summary of Research Procedure

The study to determine the impacts of the OALP on rural community development used a mixed-method research design including quantitative and qualitative methods to address the five research questions that guided the study. Creswell (1994) advocated for the use of both qualitative and quantitative methods when allowed by the situation. Rohs and Langone (1993) further suggested that through a combination of quantitative and qualitative methods, a more comprehensive view of the leadership participants, processes, and impacts could be obtained.

Five data collection techniques were used for the research, a survey, open-ended questions on the survey, interviews, fieldwork, and document analysis. The research design was a then-post self-report instrument used to reflect changes in knowledge and attitudes from before and after the program (Howard, Dailey, & Gulanick, 1979). Participants were asked to fill out the instrument and respond twice to each question. The respondents were asked to answer the questions based on their knowledge, skills, and experience before the OALP (Then) and answer the questions based on their knowledge, skills, and experience after the OALP (Post). A case study was chosen for the qualitative aspect of the study. It was used to gain an in-depth understanding of the dynamics, situation, and meaning for those involved (Merriam, 1998). Face-to-face interviews, fieldwork, and open-ended questions from the survey were used for qualitative data collection.

An instrument developed by the researcher, which was modeled after Pigg,'s (2001) *EXCEL: Experience in Community Enterprise and Leadership*, was used to gather the quantitative data. The Dillman (2000) four mailing approach was used to increase response rate. The surveys were coded to insure confidentiality of respondents. Controls for non-response bias were "double-dipped" and comparisons of early to late respondents were made (Miller & Smith, 1983).

Triangulation was used throughout the study to increase reliability and internal validity of the study (Merriam, 1998). According to Pratt, McGuigan, William, and Katsey, (2000) when complete pretest-posttest information is collected, actual changes in knowledge and behaviors may be altered if the participants overestimate their knowledge and skills on the pretest.

The change in the participant's frame of reference due to program training is called response-shift bias (Howard & Dailey, 1979). Response-shift bias has been documented in several studies as a source of contamination (Howard et al, 1979; Sprangers & Hoogstaten, 1991; Rohs & Langone, 1997; & Pratt et al, 2000). To avoid this source of contamination, a post-then method was used to collect retrospective data at the conclusion of the program (Howard et al., 1979). Although the post-then test eliminates response-shift bias, other threats to validity and reliability arise such as memory-related problems, social desirability responding, overestimation of changes in knowledge, and effort justification (Howard, Millham, Slaten, & O'Donnell, 1981; Mezoff, 1981; Pratt, et al., 2000; & Sprangers, 1987).

A panel of experts confirmed content and face validity of the survey. Pilot testing an instrument is important "to provide an opportunity to identify confusing and

ambiguous language and to obtain information about possible patterns of results” (Weirisma, 1995, p. 183). A pilot test was conducted. Thirty randomly selected participants from the OALP population were generated in SPSS® 8.0 version. The Dillman (2000) four phase mailing approach was used.

Interviews and open-ended questions on the survey were used to collect qualitative data and were coded and analyzed using ATLAS.ti following Creswell’s (1998) procedures. The codes were linked and analyzed to generate emerging themes. Extreme case sampling was used to select eight participants based on their responses to the survey. The participants were chosen because the researcher believed the eight participants would supply the maximum variation of responses and would provide rich, thick descriptions of their OALP experience. Extreme case sampling “involves units with special or unusual characteristics” (Wiersma, 2000, p. 286).

Descriptive and inferential statistics were used for analysis. Quantitative data were analyzed in SPSS ® 8.0 using paired samples t-tests to compare then/post scores and factor analysis to determine impact of socioeconomic status on community development.

## CHAPTER IV

### FINDINGS AND CONCLUSIONS

This research was constructed to determine the impacts of the Oklahoma Agricultural Leadership Program on rural community development skills among participants. The purpose of this chapter was to report the findings of the data collected for the study. The data were grouped according to the objectives of the study for analysis and interpretation of the information.

#### Purpose of the Study

The purpose of this study was to evaluate the OALP to determine what impact participants have had on rural community development.

#### Objectives of the Study

The following objectives were created as a guide to meet the purpose of the study:

1. Determine to what extent the OALP integrated the rural community development process into its program.
2. Determine to what extent OALP participants served as change agents within their communities.

3. Determine to what extent the OALP developed leaders to meet community needs.
4. Determine to what extent the OALP participants took an active role in improving their communities.
5. Determine to what extent the OALP participants' socioeconomic status affected their impact on community development.

### Population

#### *Non Response Analysis*

To increase rigor in the study the demographic data from 10% of the non-respondents was compared to the demographic data from the respondents. The research generated a list of 10% of the non-respondents in SPSS® 8.0. Not all non-respondents were reached, thus the researcher generated another list excluding non-respondents in the previous list. This process continued three times until data was collected from 10% of the non-respondents.

Linder, Murphy, and Briers (2001) and Miller and Smith (1983) are of the opinion that demographic factors need to be compared between nonrespondents and respondents to control for non-response error. Therefore, the researcher compared the two groups on demographic factors of gender, employment status, highest level of education, and marital status with a Pearson Chi-Square. There were significant differences between non-respondents and respondents in gender, employment status, and marital status. Non-response data was collected for six females, and there were only 12 female respondents.

However, More women responded to the personal communication with the researcher than to the survey.

Early to late respondents were also compared on items on the survey. The respondents were divided into four quartiles with an interquartile test in SPSS® version 8.0. The first and fourth quartiles were compared on all variables, and there were no significant differences between the groups on any variable.

The “double dipping” approach showed differences between the respondents and non-respondents; however, the comparison of early to late respondents did not reveal any differences between the groups. Hence, the results were inconclusive as to the generalizability of the study. Further research is required to identify the reasons for this contradiction. In this context, the results of this study can only be generalized to those who responded to the survey.

#### *Respondents' Profile*

Frequencies were calculated on nominal items such as gender, family members living in the community, employment status, martial status, education level, household income, voted in last local election, state election, and presidential election, and hours involved in social services and economic development activities (Table 1).

Table 1

Demographic Frequencies		
Survey Question	n	%
Gender		
Male	113	90.4
Female	12	9.6
Immediate family members living in community		
Yes	82	68.3
No	38	31.7

Survey Question	n	%
Current marital status		
Married	108	90.2
Single	11	9.2
Highest level of education		
High school graduate/GED	1	0.8
Vocational/technical school	1	0.8
Some college	14	11.9
College graduate	64	54.2
Post college/graduate work	38	32.2
Household income for 2001		
Less than \$10,000	3	2.6
At least \$20,000 but less than \$30,000	7	6.1
At least \$30,000 but less than \$50,000	23	20.0
At least \$50,000 but less than \$100,000	54	47.0
More than \$100,000	27	23.5
Don't know/Not sure	1	0.9
Vote in last		
Local election		
Yes	110	92.4
No	9	7.6
Total	119	100
State election		
Yes	115	96.6
No	4	3.4
Total	119	100
Presidential election		
Yes	119	100
No	0	0
Total	119	100
Hours involved in social services per month		
5-10 hours	58	60.4
10-15 hours	23	24
15-20 hours	11	11.5
20+ hours	4	4.2
Hours involved in economic development per month		
5-10 hours	64	69.6
10-15 hours	12	13
15-20 hours	6	6.5
20+ hours	10	10.9

Descriptive analyses were run on scaled items such as age, number of years lived in the community, and size of community (Table 2).

Table 2

## Demographic Descriptives

Survey Question	n	Mean	Minimum	Maximum
Age	120	42.89	28	57
Number of years lived in community	120	23.6	1	54
Size of community	111	29,976.80	100	1,000,000

## Findings and Conclusions of the Study

The findings of the study are presented according to research question and type of data analyzed. Quantitative data consists of Likert-type items from the survey, and qualitative data consists of open-ended questions from the survey and interviews conducted by the researcher.

*Research Question 1: To what extent did the OALP integrated the rural community development process into its program?*

Research question one was to determine if the OALP integrated the rural community development process into the program. Section one on the survey corresponded with research question one.

*Quantitative Findings*

The sum of the then/post scores for section one of the survey was compared for differences. The paired sample t-test showed a significance difference between the sum of the then/post score in section one (Table 3). This finding indicated that a finer analysis was needed to understand the relationships among the variables. A paired samples t-test was then run on each survey question in section one. This yielded a significant difference



among all variables (Table 3). The researcher ran the test to calculate the effect size; the Cohen's  $d$  was 1.581, which indicated a large effect size (Cohen, 1988). The large effect size of section one indicates that the OALP had a large magnitude or effect on respondents.

The quantitative findings showed that OALP participants had significantly greater knowledge of the rural development process after participating in the program. All of the questions in section one encompassed different aspects of the community development process. With all of the questions having positive significant differences after participating in the program, it can be concluded that the respondents understand the aspects of community development after participating in OALP.

#### *Quantitative Conclusions*

The questions in section one indicated that participants had an awareness of rural development. This finding supported Mulkey (1989), Luther & Wall (1994), Cook (1994), Seevers, Graham, Gamon, & Conklin (1997) who claimed that community leaders should have adequate knowledge of community development and the aspects that encompass community development.

Table 3

Paired samples (then/post) t-test section one				
Survey Question	n	Mean	t value	p value
I know how my community fits on a global level.	125		10.278	0.000*
Then		2.66		
Post		1.74		
I envision new possibilities for my community.	124		9.072	0.000*
Then		2.81		
Post		1.93		
I strive to make the community better for everyone.	125		8.271	0.000*
Then		2.31		
Post		1.67		
I appreciate local business.	125		6.451	0.000*
Then		2.06		
Post		1.50		
I have pride in my community.	125		3.927	0.000*
Then		1.98		
Post		1.69		
I understand the community development process.	124		9.939	0.000*
Then		2.85		
Post		1.80		
I understand the importance of community development in rural Oklahoma.	123		12.361	0.000*
Then		2.58		
Post		1.41		
I understand why some rural Oklahoma communities are diminishing.	124		12.788	0.000*
Then		2.47		
Post		1.35		
I know how important quality education is to the success of rural Oklahoma communities.	125		9.925	0.000*
Then		2.22		
Post		1.41		
I know how important quality jobs and careers are to the success of rural Oklahoma communities.	125		10.957	0.000*
Then		2.24		
Post		1.34		
My involvement in social services is a high priority.	124		5.415	0.000*
Then		2.87		
Post		2.35		
My involvement in economic development in my community is a high priority.	125		7.288	0.000*
Then		2.76		
Post		1.94		

Survey Question	n	Mean	t value	p value
Total section 1	120		13.512	0.000*
Then		29.64		
Post		20.17		

\*Significantly Different

Scale: 1= Strongly agree, 2= Agree, 3= Disagree, 4=Strongly disagree, 5=Not applicable

### *Qualitative Findings*

Claim: Participants have an awareness in general, but not adequate knowledge of rural development as a result of the program.

Adequate knowledge of rural community development is important for community leaders. The community development process includes problem identification, assessment of the community's organizational structure to address the problems, developing the necessary capacity, and the design and implementation of action programs to address the problems (Mulkey, 1989).

There are two broad divisions of community development: economic and social. The social aspect focuses on increasing the capacity of the community for self-help and self-direction (Wilkinson, 1988). The economic aspect focuses on increasing income for citizens. Economic development programs, in this sense extend far beyond agriculture (Schutjer, 1991). Thus, community development programs have four basic components: leadership, public policy, economic development, and community services (SeEVERS, Graham, Gamon, & Conklin, 1997). After reviewing the literature, it was determined that if the OALP were developing leaders with adequate knowledge of rural development, the interviewees would be able to identify new economic and social development opportunities. Therefore, participants have an awareness in general, but not adequate knowledge of rural development as a result of the program.

Data to support claim: Eight participants were interviewed (1, 29, 90, 134, 168, 208, 272, 290). All eight participants were asked what they learned about rural community development in the program. They all (n=8) agreed that there must be communities to support agricultural families and community development is necessary for rural Oklahoma communities because of the outmigration to urban areas.

The researcher asked each interviewee directly what he learned about the rural development process in the program. Most participants answered the question briefly. The answers ranged from statements such as the program made them aware of rural development, to, how significant local communities were for rural development. For example a response to knowledge of rural development was, “the whole experience drove the point home that our local communities are very important to the survival of rural agriculture” (290). When participant (290) was asked to expand on his knowledge of rural development, he stated, “we heard from a lot of agricultural support industry type of people... I have some knowledge of rural development, but I don’t necessarily have an understanding of the needs of the communities we visited.”

Understanding why proper development is important and the challenge it presents for communities was an essential element for increasing awareness of rural development for two participants (29, 134). The researcher asked the two participants if they could work in rural development with the knowledge of rural development gained from the program, both interviewed participants would have liked to see more rural development seminars in the program. These seminars would give them more specific knowledge to be more effective in rural development. Rural community development programs and community leaders consider the health of the total area; for example, relocation of an

industry, and allow the issues of values and quality of life to be considered (Seevers, Graham, Gamon, & Conklin, 1997).

One of the eight participants interviewed believed the OALP helped him to understand that, “agriculture is not the driving force behind rural America anymore. It is going to take younger leaders to bring in the other 60% of the economic activity to rural communities” (1). Participant (1) was the only participant to understand that economic development programs extend far beyond agriculture (Schutjer, 1991), and that agriculture and natural resources are not the driving forces of the economy in all rural communities (Knutson & Fisher, 1989).

Exposure to other communities working in development efforts such as the trip to Guymon, Oklahoma and the international trip gave five participants a visual picture of community development (29, 168, 208, 272, 290). Seminars such as these were beneficial in increasing participants’ awareness of rural development.

Five participants were content with the knowledge of rural development gained from the program because the OALP is an agricultural program (1, 90, 168, 272, 290). The five participants perceived the major benefit of OALP to be helping agriculture. In their opinion the focus of the program was on agricultural production.

This is an agricultural program, so we spent two to three days doing a lot of traveling and talking to a lot of agriculture folks. It [rural development] wasn’t the primary focus of the program (290).

Effective community developers must be leaders (Robinson, 1994). One of the four basic components of community development is leadership (Seevers, et al., 1997). Being actively involved in the local community organizations will strengthen the local

community and help to promote community development (Martin & Wilkinson, 1985). This concept of involvement corresponds with Objective Five of the OALP to increase participants' leadership involvement and activities at the local, state, or national level (Oklahoma Agricultural Leadership Advisory Council & Division of Agriculture, 1985, p. 1).

Qualitative data from the open-ended questions from the survey were used to triangulate the findings. Sixty-four respondents (51%) answered the open-ended question on the survey: "what was most beneficial to your community development efforts?" Only eight (12%) of the sixty-four respondents (18, 19, 27, 134, 150, 177, 217, 240) believed that knowledge of rural development was beneficial to rural development efforts. One respondent did not believe that community development should be expected from an agricultural leadership program. "I did not understand community development to be a part of OALP's stated goal to develop effective *spokespersons* for agriculture" (197).

Five of the interviewed participants (29, 208, 134, 272, 290) thought that more seminars in rural development would help them have a more in depth understanding of the concept. More community examination and talking with community leaders were specifically mentioned by three participants (29, 208, 272) to increase their knowledge and community development abilities.

According to participant 29 general awareness of rural development is not enough. The interviewee called for the OALP to provide a very detailed approach in specific areas of community leadership. He wanted the participants to be aware of other similar communities who are utilizing resources. According to him, after going through the program, the participants should be able to use their resources, not only invite new

business to their local community, but also improve upon the potentialities of their local community.

It will take a very detailed approach [for community development], and more specifics in those areas could be used to help community leaders. Seeing how other communities utilized existing resources and how they used means of leverage to enhance the opportunity of the community not just by recruiting a big business to come in and employ people, but taking what they had available and utilizing that as a means not only to attract new businesses but expand upon the capacity of the town and the municipalities involved with it (29).

Five of the eight interviewed participants suggested that the focus of the program should be changed to meet the needs of agriculture and communities today (29, 134, 168, 208, 272). All five of the interviewed participants did not want to see the OALP lose the agricultural tie, but they maintained that the needs of agriculturalists and communities have changed since the start of the program. According to them, the program should evolve to meet the needs of participants. The needs specifically mentioned by four interviewees were new opportunities for rural agriculture and communities (208, 272), and skill building on how to manage and facilitate change (29, 134, 208).

We need to change the focus a little bit. If you are going to maintain people in agriculture, if you are going to maintain children growing up in agriculture, you are going to have to maintain those rural communities (208).

### *Qualitative Conclusions*

Based on the responses from the participants interviewed it was concluded that the participants have a general knowledge of rural development. The participants do not

have an in depth understanding of the development possibilities for their communities. Half of the participants interviewed would like to see the focus of the program shift to meet the current and future needs of people in agriculture and rural communities which are opportunities for rural agriculture and communities (208, 272), and skill building on how to manage and facilitate change (29, 134, 208). Awareness of rural development was a result of the program.

Mulkey (1989), Luther & Wall (1994), Cook (1994), Seevers, Graham, Gamon, and Conklin (1997) claim that community leaders should have adequate knowledge of community development and aspects that encompass community development. Mulkey (1989) further argued that the process of development at the community level is fundamentally different from simple community growth measured in economic or demographic terms, however, this difference is frequently not clear. Heekathorn (1993) and Ryan (1994) also state that one of the most important components of community leaders is the leader's ability to mobilize resources at the community level.

The findings from the qualitative data revealed that OALP participants did not have an adequate understanding of rural development as a result of the program. Interviewed participants were directly asked what they learned about rural development from the program. The responses were ambivalent concerning their knowledge of the rural development process. The interviewed participants do have an awareness of the idea of rural development, but they do not know the implications of rural development. The OALP is falling short adequately educating the interviewed participants on the rural development process and should give greater time to rural development.



*Synthesis*

The conclusions were drawn from both qualitative and quantitative data. Due to extreme case sampling, it was concluded that the OALP was marginally successful in integrating the rural development process into the program. Extreme case sampling was used to select eight participants based on responses to the survey. The participants were chosen because the researcher believed the eight participants would supply the maximum variation of responses and would provide rich, thick descriptions of their OALP experience. The participants selected scored high on all aspects of the survey, which indicated that they had an adequate understanding of the rural community development process. The researcher weighted the extreme case selection interviews because, the participants were purposefully selected after examining their responses on the survey. The researcher believed that the interviews provided more authentic and dependable data than the surveys, due to the fact that the selected participants scored high on the survey and believed to have a complete understanding of rural community development.

As a rural state, rural community development is critical to Oklahomans. Rural development is concerned with the well-being and quality of life for rural residents (Woods & Sanders, 1989). Oklahoma is faced with a massive outmigration from rural communities to urban areas (Barta, Doesken, & Woods, 2000). Rural communities face a variety of problems symptomatic of declining economic vitality and lack of local capacity to deal with and effectively address community problems.

If rural development will benefit Oklahoma, then the OALP should direct the program to teach participants about the details and possibilities in rural community

development. The OALP is not educating the participants about the particulars involved in rural development and leading rural development activities.

*Research Question 2: To what extent are OALP participants serving as change agents within their communities?*

Research question two was to determine if OALP participants are serving as change agents within their communities after participating in the OALP. Section two on the survey was concerned with research question two.

#### *Quantitative Findings*

The sum of the then/post items for section two was compared for differences. A paired samples t-test showed a significance difference between the sums of the then/post scores in section two (Table 4). This indicated that a finer analysis was needed, therefore a paired sample t-test was run on all survey questions in section two to determine if the then/post scores on section two of the survey were significantly different. Results revealed that all then/post questions except, "I know how to change things in my community" (question 19 on survey), were significantly different (Table 4). Question 19, "I know how to change things in my community" had a  $p = .051$ .

#### *Quantitative Conclusions*

The Cohen's  $d$  of 1.179 gave a large effect size (Cohen, 1988). The large effect size indicated that the OALP had a large magnitude or effect on participants.

The questions in section two dealt with promoting change in communities. The quantitative findings indicated that participants believed they were serving as change agents within their communities except for actually knowing how to bring about change.

This finding supports Hughes' (1998) findings that leadership programs should teach participants to become change agents in their communities, and Williams (1989) findings that community leaders should work to develop new generations of local leaders. However, the questions indicated participants have an awareness of needed change, but question 19, "I know how to change things in my community" offered evidence that the OALP may not develop all of the skills needed for participants to promote change within their communities. This supported Bolton's (1991) conclusion that local leaders need to be created to influence the impact and direction of changes that take place in rural and urban communities, and Cook (1994) that community development focuses on change and increase the ability of community systems to create desirable change, adapt to unavoidable change and ward off undesirable change. Hughes (1998) suggested that community leaders need to develop skills necessary to allow discussion and action to promoting change.

Table 4

## Paired sample (before/then) t-test section two

Survey Question	n	Mean	t value	p value
I think that it is the responsibility of every citizen in my community to reach its goals.	125		6.683	0.000*
Then		2.47		
Post		1.89		
I believe that citizens have the same responsibility as government officials to reach community goals.	124		6.551	0.000*
Then		2.46		
Post		1.78		
I aggressively work at developing new local leaders.	122		9.235	0.000*
Then		2.94		
Post		2.07		
I regard change as a source of vitality	124		9.099	0.000*
Then		2.53		
Post		1.69		

Survey Question	n	Mean	t value	p value
I know how to tackle problems in systematic ways.	124		8.444	0.000*
Then		2.44		
Post		1.71		
I seek out different perspective to generate new ideas.	123		11.504	0.000*
Then		2.54		
Post		1.50		
I know how to change things in my community.	124		1.967	0.051
Then		2.86		
Post		2.32		
My involvement in improving environmental conditions is a high priority.	124		5.377	0.000*
Then		2.67		
Post		2.15		
I am actively involved in nonprofit organizations.	124		6.749	0.000*
Then		2.34		
Post		1.81		
Total section 2	119		10.565	0.000*
Then		23.21		
Post		16.92		

\*Significantly Different

Scale: 1= Strongly agree, 2= Agree, 3= Disagree, 4=Strongly disagree, 5=Not applicable

### *Qualitative Findings*

Claim: The program increased awareness of change; however, interviewed participants have not had a significant impact on creating and promoting change within their communities.

Theorists such as Hughes (1998) and Williams (1989) have suggested that leadership programs should teach participants to become change agents in their communities. Change is difficult in communities because people are resistant to change and erect barriers to prevent discussion and action promoting change (Hughes, 1998). Community leaders must be equipped to handle these types of situations. This concept

fits into the objective of community leadership, which is to build better communities. Before community leaders and educators can seek to implement desired change, they must have some feel for existing attitudes and perceptions with respect to those factors which impact economic development objectives and outcomes (Williams, 1989). The researcher determined after reviewing the literature, that if the OALP were developing change agents, the interviewees would be able to identify the change process and promote change within their communities. Therefore, the program increased awareness of change; however, interviewed participants have not had a significant impact on creating and promoting change within their communities

Data to support claim: Eight participants were interviewed (1, 29, 90, 134, 168, 208, 272, 290). When the eight interviewed participants were asked how the OALP altered their feelings on change, two participants did not believe the OALP altered their feelings on the concept of change (134, 168). Six participants responded that the OALP did affect their perceptions and feelings toward change in a positive aspect by increasing awareness and the importance of change (1, 29, 90, 272, 208, 290). They all (n=8) understood the importance of change for the survival of agriculture and rural communities (1, 29, 90, 134, 168, 208, 272, 290).

The interviewed participants were asked if after the program they could promote change. Three participants stated that they believed they could promote change after participating in the program (1, 272, 290); three participants did not believe the program equipped them to promote change (29, 143, 208), and two participants believed they were not altered as a result of the program in regard to change (90, 168).

Interviewee 272 believed the only way he could now promote change was to bring in new ideas of change and communicate those ideas to members of his community. While involved in the program participant 272 would come back from seminars motivated to promote change and activities, but after the program the motivation tapered off. His involvement in promoting change after participating in the program slowed.

The only thing I can do to promote change is to initiate the idea of change, plant the seed [ideas] to other community members. We would always come back so fired up. Since the program ended, I have not had enough time to devote like I should (272).

One participant (290) believed he could promote change, but does not follow a specific model to promote change. When the interviewee was directly asked what impact he has made promoting change in his community, he did not believe he has made an impact affecting change in his community. "I can promote change in my community, but I do not follow a particular agent of change...and I have not had a big impact promoting change in my community" (290). When the interviewee was asked why he has not had a big impact promoting change in his community, he stated, "I think it is because nobody has asked" (290).

Participant (29), when asked about promoting change, reflected on his classmates. He stated "I don't think they [classmates] ever learned or they ever felt comfortable enough even after it was over to be a type of catalyst to create change in their own community" due to the lack of knowledge of resources or potential development

activities in their communities. He went on to say that he did not believe that his classmates grasped what was available or what they could achieve in their communities.

Skill building to manage change would enable three participants to encourage change (29, 143, 208) if it were taught in the OALP.

I didn't pick up that is what they were trying to teach. I could have used more in that area...I don't know how to start off on my own, how to do it, and what it is you do [to promote change]. I have my ideas, but I still need someone to say step by step what to do. I don't feel equipped (143).

Four participants believed that the program needed to introduce more alternative views regarding sustainable agriculture and the environment into the seminars (29, 168, 208, 272).

It is painful for me to say, but I think the program directors should look beyond agriculture when developing the guidelines for the program. It was clearly more focused on the agricultural aspects of each community (29).

"I think the participants need to be presented with the ideas of alternative practices by someone who is not threatening to them" (208). "Introducing these different views and ideas would help participants "to have more understanding of the bigger picture" (168).

### *Qualitative Conclusions*

These findings revealed that the OALP is not fully developing change agents that are capable of bringing about change in their communities. Hughes (1998) suggested that leadership programs should teach participants to become change agents. He further concluded that change is difficult in communities because people are resistant to change

and erect barriers to prevent discussion and action promoting change. Community leaders should be able to deal with these issues and continue to promote change.

The responses indicated that the OALP increased awareness of, and the importance of, change but did not build enough skills for participants to have a significant impact on creating change or becoming a change agent. Three of the eight interviewed participants believed they could promote change (1, 272, 290), but two of the three participants did not believe they had made a significant impact promoting change in their communities (272, 290). Three of the eight participants interviewed did not believe the OALP gave them enough skills to promote change in their communities (29, 143, 208). The respondents were uncertain when directly asked by the researcher what they learned about promoting change and skill development to promote change. The interviewees did have an awareness of the importance of change, but they did not know the processes or possessed skills to become a change agent in their community.

### *Synthesis*

It was concluded using the quantitative and extreme case sampling to draw the conclusion that the OALP participants did not serve as change agents in their communities.

Community development frequently requires new behaviors and new action. Breaking with past habits and established ways of doing business often requires an innovator, or a set of innovators, willing to assume risk and do things differently (Cornell, 2000). Community development does focus on change and the increase in the ability of community systems to create desirable change, to adapt to unavoidable change and to ward off undesirable change (Cook, 1994). Creating participants that are change



agents will help community development efforts in Oklahoma by enabling participants to promote and manage change for the benefit of their communities. The OALP did not develop change agents, as it was evident that the OALP curriculum was not fully developing the participants' skills to become change agents.

*Research Question 3: To what extent did the OALP develop leaders to meet community needs?*

Research question three was to determine if the OALP developed leaders to meet community needs. This question corresponded with section three on the survey.

#### *Quantitative Findings*

The sum of the then/post items for section three was compared for differences. The paired samples t-test showed a significant difference between the sums of the then/post scores in section three of the survey (Table 5). A more detailed analysis was needed to understand the relationship between the variables. Paired samples t-tests were then used to compare then/post scores of each survey question in section three and determine significance among variables. The paired samples t-tests indicated significant differences among all variables (Table 5). The Cohen's *d* of 1.787 revealed a large effect size (Cohen, 1988). The large effect size indicated that the OALP had a large magnitude or effect on participants.

#### *Quantitative Conclusions*

The quantitative findings indicated that respondents believed the OALP developed them as leaders to meet their community's needs. Section three was concerned with knowing how to access and utilize resources to meet community needs and using different leadership styles in community settings to meet community needs.

The quantitative findings indicated respondents gained awareness and knowledge of community needs. This supported William's (1989) conclusion that before community leaders can implement desired change, they must have some feel for existing attitudes and perceptions with respect to those factors that impact economic development objectives and outcomes. Robinson (1994) found that effective community leaders that promote community development could determine what leadership styles are needed based on personal skills and followers' education and skills. Mulkey (1989) concluded that community leaders should be able to identify problems, assess community organizational structure to address those problems, develop the necessary capacity, and design the implementation of action programs to address the problems.

Table 5

## Paired sample (before/then) t-test section three

Survey Question	n	Mean	t value	p value
I help people understand each other so they can reach a common ground.	125		8.432	0.000*
Then		2.71		
Post		2.01		
I have knowledge of city infrastructure and support systems.	125		10.580	0.000*
Then		2.94		
Post		2.02		
I have knowledge of county infrastructure and support systems.	125		10.961	0.000*
Then		2.81		
Post		1.89		
I have knowledge of state infrastructure and support systems.	124		14.380	0.000*
Then		2.91		
Post		1.76		
I know how to access city infrastructure and support systems.	123		8.268	0.000*
Then		2.84		
Post		2.05		

I know how to access county infrastructure and support systems.	125		10.614	0.000*
Then			2.84	
Post			1.90	
I know how to access state infrastructure and support systems.	125		13.205	0.000*
Then			2.93	
Post			1.73	
I actively use city resources to meet the needs in my community.	124		2.292	0.024*
Then			3.35	
Post			2.52	
I actively use county resources to meet the needs in my community.	124		8.045	0.000*
Then			3.14	
Post			2.45	
I actively use state resources to meet the needs in my community.	124		9.624	0.000*
Then			3.09	
Post			2.17	

Survey Question	n	Mean	t value	p value
I am aware of the needs of my community.	124		13.495	0.000*
Then		2.89		
Post		1.79		
I use leadership skills in different settings.	124		13.534	0.000*
Then		2.47		
Post		1.36		
I can identify local leaders in my community.	122		10.329	0.000*
Then		2.30		
Post		1.46		
I understand my own weaknesses.	123		6.482	0.000*
Then		2.74		
Post		1.59		
I understand my own strengths.	124		11.567	0.000*
Then		2.53		
Post		1.53		
I respect a variety of leadership styles.	124		13.387	0.000*
Then		2.65		
Post		1.48		
I utilize different leadership styles in different situations.	124		12.508	0.000*
Then		2.85		
Post		1.82		
I allow others to take a leadership role when appropriate.	124		11.732	0.000*
Then		2.40		
Post		1.48		
I can be a follower.	124		4.716	0.000*
Then		2.18		
Post		1.77		
I can become a leader in situations.	124		12.276	0.000*
Then		2.27		
Post		1.29		
I assist organizations to think and act in different ways.	124		11.792	0.000*
Then		2.69		
Post		1.76		
I can effectively lead volunteer organizations.	124		11.287	0.000*
Then		2.52		
Post		1.60		
I have a good understanding of public issues in my community.	124		12.388	0.000*
Then		2.67		
Post		1.77		

Survey Question	n	Mean	t value	p value
I am well qualified to participate in public issues.	124		10.786	0.000*
Then		2.68		
Post		1.69		
I have enough knowledge to do a good job in public office.	123		10.428	0.000*
Then		2.72		
Post		1.72		
I have the skills to do a good job in public office.	124		11.654	0.000*
Then		2.69		
Post		1.72		
I have the desire to run for a public office.	123		5.446	0.000*
Then		3.02		
Post		2.50		
Total section 3	116		17.796	0.000*
Then		73.72		
Post		48.95		

\*Significantly Different

Scale: 1= Strongly agree, 2= Agree, 3= Disagree, 4=Strongly disagree, 5=Not applicable

### *Qualitative Finding*

Claim: The OALP did not leave participants equipped to identify their community's needs, but did increase awareness that communities have needs.

Successful community development program efforts are largely dependent on locally generated knowledge of the community and how it works. Development as a process must include needs assessment, community analyses, consensus building, and goal setting before the designed action plans to accomplish community goals. Where these activities and leadership exist, communities are more likely to be found actively involved in a process of discovering and understanding community needs (Mulkey, 1989).

Williams (1989) concluded that before community leaders can seek and implement desired change, they must have some feel for existing attitudes and perceptions with respect to those factors which impact development.

After reviewing the literature, the researcher believed that if the OALP was properly developing leaders to meet community needs, then participants would know how to identify community needs, design and implement action plans for community development. Therefore, the OALP did not leave participants equipped to identify their communities needs, but did increase awareness that communities have needs.

Data to support claim: Eight people were interviewed (1, 29, 90, 134, 168, 208, 272, 290). The interviewed participants were asked directly if they could identify their communities' needs.

Three participants stated that the OALP showed them who they needed to contact so those needs could be identified (1, 168, 290). These participants believed that the OALP taught how to find information, not how to do it. "The one thing I learned in OALP is I don't have to have those skills. I just need to know where to go to get them [find out what the needs are]" (168). "The groundwork was laid so we did learn whom we needed to talk to so we can find out those needs" (290).

One participant believed the OALP helped to recognize needs more on the state and national level.

It probably helped me a lot more at the state and national level than on a community level. Basically, a lot of the things have a reflection on me and what's going to pay off on me is not as much at the local level as a state or regional level. The OALP identified more in what to do in the political process, more of how to

sequester groups to help you with some of your problems and how to look at some groups that have similar causes to try to get those groups together because more numbers mean more votes for elections and people get their way (90).

One of the most important components of community leaders is the leaders' ability to generate collective action at the community level (Heekathorn, 1993; Ryan, 1994). A central concept in the community development literature emphasizes the importance of local participation as a means of strengthening the local community (Martin & Wilkinson, 1985). The interviewed participant's (90) belief that the OALP helped more at the state and national level than the local level is not parallel to the literature involving participation and community development.

Three participants (29, 168, 272) believed they had a good understanding of their communities needs before entering the program. These three participants did not believe that OALP affected their knowledge of community needs.

One interviewed participant did not think the OALP gave him the skills to identify the needs in the community (134). "I don't know how to identify the needs of my community. I work with other people who know how, but don't know how to do it by myself" (134).

The participants were asked what the OALP could do to teach participant to learn how to identify their community's needs. Two participants believed that the seminars should be changed to develop skills (134, 208).

Bring the whole aspect of community development into the program. Change the focus of the program to teach participants how to identify what the needs of their

communities. Talk more about the different aspects of local government and organizations (208).

### *Qualitative Conclusions*

The responses from the interviewed participants indicated that the OALP did not leave participants equipped to identify their community's needs, but did increase awareness that communities have needs.

According to Mulkey's (1989) claim that the development process includes problem and need identification, assessment of community's organizational structure to address the problems and needs, developing the necessary capacity, and the design and implementation of action programs to address the issues. Williams (1989) also argued that before community leaders can seek and implement desired change, they must have some feel for existing attitudes and perceptions with respect to those factors which impact development. These variables were not found, therefore the researcher concluded that the OALP increased participant awareness that communities have needs, but did not teach participants how to identify those needs. The participants had knowledge of who to contact to identify those needs.

### *Synthesis*

It can be concluded using extreme case sampling that the OALP to a slight extent developed leaders to meet community needs.

The development process includes problem and need identification, assessment of community's organizational structure to address the problems and needs, developing the necessary capacity, and the design and implementation of action programs to address the issues (Mulkey, 1989). The OALP is not fully developing leaders to meet community



needs. If developing leaders that can identify community needs will promote community development and make more effective leaders for rural Oklahoma, the OALP should direct the program to develop participant skills to enable them to identify and implement strategies to meet community needs.

*Research Question 4: To what extent did the OALP participants take an active role improving their communities?*

Research question four was to determine if OALP participants took an active role in improving their communities. Sections four and five on the survey are concerned with research question four.

#### *Quantitative Findings*

The sum of the then/post items for section four was compared for differences. The paired sample t-test showed a significance difference between the sums of the then/post scores in section four (Table 6). More details were needed to understand the relationship among the variables. Then/post scores for all of the questions from section four were compared to using paired sample t-tests to determine significance. The only variable not significantly different was question 54, "I am very active in making efforts to improve the well being of the disadvantaged in my community" ( $p = 0.146$ ). All other variables in section four were significantly different (Table 6). The effect size was large with a Cohen's  $d$  of .668 (Cohen, 1988). The large effect size indicated that the OALP made a large magnitude or effect on participants.

#### *Quantitative Conclusions*

The survey questions in section four involved improving various aspects of the community. The quantitative findings revealed that respondents believed they were

taking an active role improving their communities, but were not active in making efforts to improve the well being of the disadvantaged in their communities. Taking an active role in improving communities supports the findings from Coe, (1990) and Martin and Wilkinson, (1985), that the importance of participation as a means of strengthening the local community. This finding also supports Fear, Vandenburg, Thullen, and Williams (1985) conclusion that community leaders provide the basis for improving the quality of life in communities. Respondents stated that they were not taking an active role in making efforts to improve the well being of the disadvantaged in their communities. Beaulieu and Smith (2000) suggested that leaders must make every effort to recruit and involve people of racial/ethnic diversity or lower socioeconomic standings because their interests cannot be ignored.

Table 6

Paired sample (before/then) t-test section four				
Survey Question	n	Mean	t value	p value
I actively strive to improve quality of life in my community.	124		8.334	0.000*
Then		2.67		
Post		1.95		
I am very active in recruiting new industries for my community.	124		5.612	0.000*
Then		3.03		
Post		2.52		
I am very active in making efforts to improve and expand local education.	124		9.099	0.000*
Then		2.90		
Post		2.05		
I am very active in seeking out special development programs in agriculture or industry.	124		10.067	0.000*
Then		2.89		
Post		2.02		

Survey Question	n	Mean	t value	p value
I am very active in making efforts to improve the well being of the disadvantaged in my community.	124		1.463	0.146
Then		2.98		
Post		2.73		
I am very involved in projects concerned with community water resources.	124		3.564	0.001*
Then		2.80		
Post		2.46		
I work in retaining current business and industry.	124		2.594	0.011*
Then		2.73		
Post		2.27		
Total section 4	124		9.044	0.000*
Then		23.05		
Post		18.68		

\*Significantly Different

Scale: 1= Strongly agree, 2= Agree, 3= Disagree, 4=Strongly disagree, 5=Not applicable

Section five on the survey was included in the quantitative data for research question four.

#### *Quantitative Findings*

The sum of the then/post items for section five was compared for differences. The paired samples t-test showed a significance difference between the sums of the then/post scores in section five (Table 7). More details were needed to understand the relationship among the variables. Paired sample t-tests were run on all of the questions on section five of the survey to compare and determine significance of then/posts scores. There was a significant difference between the then/post scores on all variables of section five (Table 7). The Cohen's *d* was calculated 0.489, and produced a medium effect size (Cohen, 1988).

### *Quantitative Conclusions*

The survey questions in section four involved improving various aspects of the community. The quantitative findings revealed that respondents believed they were taking an active role improving their communities. Taking an active role in improving communities supports the findings from Coe (1990) and Martin and Wilkinson, (1985) that the importance of participation as a means of strengthening the local community. This finding also supported Fear, Vandenburg, Thullen, and Williams (1985) conclusion that community leaders provide the basis for improving the quality of life in communities. Beaulieu & Smith (2000) suggested that leaders must make every effort to recruit and involve people of racial/ethnic diversity or lower socioeconomic standings because their interests cannot be ignored.

Table 7

Paired sample (before/then) t-test section five				
Survey Question	n	Mean	t value	p value
I take a very active role in improving my community.	124		9.721	0.000*
Then		2.76		
Post		2.00		
I actively listen to the needs of lower economic status individuals in my community.	124		6.676	0.000*
Then		2.70		
Post		2.23		
I actively voice the concerns of individuals of lower economic status in my community.	124		4.270	0.000*
Then		2.77		
Post		2.44		
I regard the needs of all citizens in my community regardless of economic status.	124		6.150	0.000*
Then		2.35		
Post		1.92		

Survey Question	n	Mean	t value	p value
I actively reach out to individuals of lower economic status than me to increase their participation in political or policy issues.	124		5.223	0.000*
Then		2.84		
Post		2.47		
I actively work to close the participation gap between citizens of higher and lower economic status in my community.	124		6.567	0.000*
Then		2.91		
Post		2.49		
I help to expand local participation in policy issues.	124		7.065	0.000*
Then		2.86		
Post		2.31		
Total section 5	124		7.918	0.000*
Then		19.177		
Post		16.194		

\* Significantly Different

Scale: 1= Strongly agree, 2= Agree, 3= Disagree, 4=Strongly disagree, 5=Not applicable

### *Qualitative Findings*

Claim: The participants have not made a significant impact in actively improving their communities.

Needs assessment is a fundamental component for community development. Mulkey (1989) concluded that the development process includes problem and need identification, assessment of community's organizational structure to address the problems and needs, developing the necessary capacity, and the design and implementation of action programs to address the issues.

Luther and Wall (1994), Cook (1994), SeEVERS, Graham, Gamon, and Conklin (1997) further concluded that community leaders should have adequate knowledge and skills of community development and the aspects that encompass community

development. Heekathorn (1993) and Ryan (1994) reported that one of the most important components of community leaders is the leader's ability to mobilize resources at the community level. The community development literature emphasizes the importance of local participation as a means of strengthening the local community (Martin & Wilkinson, 1985).

Data to support claim: Eight participants were interviewed (1, 29, 90, 134, 168, 208, 272, 290). Participants were asked specifically what they have done to improve their community since completing the program.

Five participants stated they have not been very active in their community as leaders (29, 90, 208, 208, 290). "I probably have not done as much as I potentially could in developing this community" (90). "I am not taking on as much as I probably should have" (29). Interview participant (290) said:

I am not very active as far as a community leader in community organizations. I hope that I have become more active in my community in more of a support role. I don't feel like I came home and became a driving force to develop local communities. (290).

One interviewed participant believed they were more involved in leadership roles before the program than after (208). The participant believed their opinions were drastically different from other people that the only leadership role they could take on was to lead by example and change their operation to a more sustainable manner (208).

Involvement at the local level was problematic for one participant (90). The interviewed participant (90) did not believe that graduates from the program could effectively be involved in community organizations because the graduates are more

developed and better-quality leaders than ones in local community organizations who have not participated in the program.

Getting involved in the local organizations is probably a loser. The people that graduate from the program are so far ahead that the local agenda is so slow... the people that graduate from OALP are motivated by what helps them and their families (90).

Another interviewed participant (168) also believed the OALP stressed involvement at the state level instead of the community level.

Two participants have taken on leadership roles in regional organizations (1, 134), and one participant (168) has started working on developing local projects to benefit the community.

I have taken on new leadership roles in regional organizations, I wouldn't have had I not gone through the program, but I could make more of an impact on rural development if I had more skills in managing change, strategic planning, and needs assessment (134).

Three participants (1,134, 168) had spouses participate in the program and had the opportunity to reflect on the changes of their spouses' activities due to the program. All of the interviewed participants believed that the confidence and awareness of new opportunities encouraged the spouses to increase their participation in projects in regional projects. The OALP was the extra boost of confidence the participants needed to feel comfortable taking a leadership position.

Networking was the most important aspect for all of the interviewed participants (1, 29, 90, 134, 168, 208, 272, 290) gained from the program to help participants have

more of an impact when working to improve their communities. The exposure to different people and organizations put participants in contact with people who could assist them in their projects. All of the participants interviewed did not believe they were utilizing their networks to the fullest extent possible (1, 29, 90, 134, 168, 208, 272, 290).

Qualitative data from the open-ended questions from the survey were used to triangulate these findings. Sixty-four respondents (51%) answered the question on the survey: "what was most beneficial to your community development efforts?" Eighteen people of the sixty-four respondents (28%) believed that networking was the most beneficial (1, 15, 16, 22, 23, 30, 44, 73, 98, 90, 112, 132, 135, 143, 150, 179, 183, 281). The networks offered exposure to other communities and people were valuable for direction and support (15, 179).

The interviewed participants were asked what the program should change to increase participants' impact on rural development. Having the capabilities to utilize the knowledge gained in the program, provide participants with skill building seminars, integrate a leadership project into the program, and increase alumni involvement were suggestions from all interviewed participants for changing the seminars (1, 29, 90, 134, 168, 208, 272, 290).

For two participants (134, 208) to utilize their knowledge gained during the program to identify their community needs they suggested that the seminars should be changed to develop skills.

Bring the whole aspect of community development into the program. Change the focus of the program to teach participants how to identify what the needs of their communities. Talk more about the different aspects of local government and



organizations (208).

Skill building to manage change would enable two participants to utilize the knowledge of change for development activities (134, 208).

I didn't pick up that is what they were trying to teach. I could have used more in that area...I don't know how to start off on my own, how to do it, and what it is you do [to promote change]. I have my ideas, but I still need someone to say step by step what to do. I don't feel equipped (134).

One participant did not believe they could utilize the knowledge gained during the program for development projects. "I did not get any specifics as far as if you are wanting to develop this segment of your local economy or this part of your community. It did not bring it in where there were specifics" (29).

Five participants (1, 29, 134, 208, 272) agreed that introducing a leadership project during the program for participants to complete would move the program past the awareness stage and begin to develop leadership, needs assessment, and change agent skills. A potential problem two participants (1, 208) perceived with a leadership activity was identifying a topic the majority of the class agreed with and had a passion for. "It would probably make a larger percentage of doers instead of just talkers" (272).

All of the interviewees believed increasing the alumni involvement would increase individual participants as well as the OALP's impact on rural development. The participants would like to see a type of email or list serve set up to have continual contact with all of the graduates of the OALP. Having this type of easy communication would enable participants to share information by posing and answering questions for potential development opportunities and keep networks current and operating. A yearly meeting

as a refresher course for leadership and networking skills was also considered important and beneficial for all of the participants.

### *Qualitative Conclusions*

Based on the interview responses, most of the participants interviewed were not making a significant impact on community development, and have not utilized their networks to improve their communities. Information gained during the program could not be effectively utilized because the participants do not have all of the skills necessary to promote and work in community development.

### *Synthesis*

The qualitative data did not support the strong quantitative finding. Using the extreme case sampling procedure it can be concluded that most OALP participants are taking a minimal role to actively improve their communities.

Rural development is a critical issue to Oklahoma (Woods & Sanders, 1989). Oklahoma is faced with a massive outmigration from rural communities to urban areas (Barta, Doesken, & Woods, 2000). Effective community development is dependent on the quality of leaders within a community and on their willingness to assume key roles in the development process (Mulkey, 1989). The OALP should develop leaders that will assume important roles in the community. These developed leaders need to understand the rural development process, identify community needs, and actively promote change.

### *Research Questions 1, 2, 3, and 4*

Questions in section six of the survey were associated with Research Questions 1, 2, 3, and 4.

### *Quantitative Findings*

The questions were components of all four research questions. The sum of the then/post items for section six was compared for differences. The paired sample t-test showed a significance difference between the sums of the then/post scores in section six (Table 8). More details were needed to understand the relationship among the variables. Paired samples t-tests were run to determine if the OALP integrated the rural development process into the program, if participants served as change agents, if the OALP developed leaders to meet community needs, and if participants took an active role improving their communities. All variables found significant (Table 8). A Cohen's *d* of 1.528 resulted in a large effect size (Cohen, 1988).

### *Quantitative Conclusions*

The quantitative findings in section six supported Mulkey (1989), Luther and Wall (1994), Cook (1994), Seevers, Graham, Gamon, & Conklin's (1997) claims that community leaders should have adequate knowledge of community development and the aspects that encompass community development.

The quantitative findings in section six indicated that participants believed they were serving as change agents within their communities. This finding supports Hughes (1998) findings that leadership programs should teach participants to become change agents in their communities.

The quantitative findings in section six indicated respondents gained awareness and knowledge of community needs. This supports William's (1989) conclusion that before community leaders can seek to implement desired change, they must have some

feel for existing attitudes and perceptions with respect to those factors which impact economic development objectives and outcomes.

The quantitative findings in section six supports the findings from Coe (1990) and Martin and Wilkinson (1985) the importance of participation as a means of strengthening the local community. This finding also supports Fear, Vandenburg, Thullen, and Williams (1985) conclusion that community leaders provide the basis for improving the quality of life in communities.

Table 8

Paired sample (before/then) t-test section six				
Survey Question	n	Mean	t value	p value
I understand the importance of leaders changing roles as the need arises.	124		14.236	0.000*
Then		2.70		
Post		1.55		
I understand the importance of leadership in my community not resting with one individual.	124		12.810	0.000*
Then		2.31		
Post		1.32		
I understand the importance of taking a participatory approach to community decision-making.	124		10.826	0.000*
Then		2.48		
Post		1.52		
I understand the importance of my communities' willingness to invest in the future of the community.	124		11.995	0.000*
Then		2.48		
Post		1.48		
I understand the importance of accepting women in leadership roles in my community.	124		8.964	0.000*
Then		2.26		
Post		1.58		
I understand the importance of quality leaders within my community for effective community development.	123		11.794	0.000*
Then		2.24		
Post		1.37		
Total section 6	123		15.370	0.000*
Then		14.447		
Post		8.805		

\*Significantly Different

Scale: 1= Strongly agree, 2= Agree, 3= Disagree, 4=Strongly disagree, 5=Not applicable

*Research Question 5: To what extent does the socioeconomic status affect OALP participants' impact on community development?*

Research question five was to determine if OALP participants' socioeconomic status affects their impact on community development.

### *Quantitative Findings*

To investigate if OALP participants' socioeconomic status affected their community development impact a factor analysis was run on the 70 survey questions. A factor analysis is used as a data reduction tool and to study the correlations among a large number of interrelated variables by grouping the variables into a few. This analysis involved varimax rotation and Kaiser normalization. With the varimax rotation the factors are orthogonal (uncorrelated) and are independent from one another even if some variable load on more than one factor (Kim & Mueller, 1982). The "extent that a test measures a factor, it is said to be loaded on the factor" (Kerlinger, 1973, p. 661). Hair et al, (1998) suggested when a sample size is larger than 100, loadings of  $\pm 0.40$  are considered more important and should be used for identifying variables that load on a factor.

The initial factor analysis produced seventeen factors. The researcher then reran the analysis to reduce the number of factors to five.

The factor analysis and subsequent assessment by the researcher produced five conceptual factors, which closely parallels the factors produced by the program evaluation report by Pigg (2001) *Excel: Experience in Community Enterprise and Leadership*:

- Factor 1: Community commitment and future directions
- Factor 2: Expanding participation and community improvement
- Factor 3: Civic engagement
- Factor 4: Community knowledge and personal development
- Factor 5: Community dedication

Tables 9, 10, 11 12, and 13 are the survey questions that were extracted from the factor analysis and loaded on each of the factors.

Table 9

**Factor 1 Community Commitment and Future Directions**

Variable	Factor Loading
I know how important quality education is to the success of rural Oklahoma communities.	.435
I know how important quality jobs and careers are to the success of rural Oklahoma communities.	.479
I think that it is the responsibility of every citizen in my community to reach its goals.	.456
I believe that citizens have the same responsibility as government officials to reach community goals.	.454
I aggressively work at developing new leaders.	.425
I regard change as a source of vitality.	.490
I seek out different perspectives to generate new ideas.	.742
I have knowledge of state infrastructure and support systems.	.466
I use leadership skills indifferent settings.	.468
I can identify local leaders in my community.	.590
I allow others to take a leadership role when appropriate.	.404
I can become a leader in situations.	.572
I assist organizations to think and act in different ways.	.643
I have a good understanding of public issues in my community.	.538
I have enough knowledge to do a good job in public office.	.428
I have the desire to run for a public office.	.505
I actively strive to improve quality of life in my community.	.403
I actively listen to the needs of lower economic status individuals in my community.	.540
I regard the needs of all citizens in my community regardless of economic status.	.433
I understand the important of leaders changing roles as the need arises.	.681
I understand the importance of leadership in my community not resting with one individual.	.556
I understand the importance of taking a participatory approach to community decision-making.	.443
I understand the importance of my community's willingness to invest in the future of the community.	.515
I understand the importance of accepting women in leadership roles in my community.	.566
I understand the importance of quality leaders within my community for effective community development.	.690

Table 10

## Factor 2 Expanding participation and community improvement

Variable	Factor Loading
I use leadership skills in different settings.	.426
I respect a variety of leadership styles.	.546
I utilize different leadership styles in different situations.	.544
I am very active in recruiting new industries for my community.	.520
I am very active in making efforts to improve the well being of the disadvantaged in my community.	.598
I actively listen to the needs of lower economic status individuals in my community.	.741
I actively voice the concerns of lower economic status individuals in my community.	.826
I actively reach out to individuals of lower economic status than me to get them involved in leadership roles.	.815
I actively reach out to individuals of lower economic status than me to increase their participation in political or policy issues.	.683
I actively work to close the participation gap between citizens of higher and lower economic status in my community.	.707
I help to expand local participation in policy issues.	.406

Table 11

## Factor 3 Civic Engagement

Variable	Factor Loading
I know how my community fits on a global level.	.477
I believe that citizens have the same responsibility as government officials to reach community goals.	.484
My involvement in improving environmental conditions is a high priority.	.500
I actively use county resources to meet the needs of my community.	.616
I actively use state resources to meet the needs of my community.	.560
I am well qualified to participate in public issues.	.565
I have the skills to do a good job in public office.	.591
I actively strive to improve quality of life in my community.	.632
I am very active in making efforts to improve and expand local education.	.517
I am very active in seeking out special development programs in agriculture or industry.	.678



Variable	Factor Loading
I am very active in participating in projects to improve health services in my community.	.650
I am very involved in projects concerned with community water resources.	.548
I take a very active role in improving my community.	.688
I understand the importance of my community's willingness to invest in the future of the community.	.578

Table 12

## Factor 4 Community knowledge and personal development

Variable	Factor Loading
I understand the community development process.	.502
I understand why some rural Oklahoma communities are diminishing.	.513
I know how important quality jobs and careers are to the success of rural Oklahoma communities.	.423
I help people understand each other so they can reach a common ground.	.453
I have knowledge of city infrastructure and support systems.	.620
I have knowledge of county infrastructure and support systems.	.576
I have knowledge of state infrastructure and support systems.	.499
I know how to access city infrastructure and support systems.	.621
I know how to access county infrastructure and support systems.	.702
I know how to access state infrastructure and support systems.	.681
I actively use county resources to meet the needs in my community.	.492
I actively use state resources to meet the needs in my community.	.499
I use leadership skills in different settings.	.404
I understand my own weaknesses.	.435
I understand my own strengths.	.584
I respect a variety of leadership styles.	.446

Table 13

## Factor 5 Community dedication

Variable	Factor Loading
I envision new possibilities for my community.	.499
I strive to make the community better for everyone.	.552
I appreciate local business.	.538
I have pride in my community.	.525

Variable	Factor Loading
I understand the community development process.	.597
I understand the importance of community development in rural Oklahoma.	.758
My involvement in social services is a high priority.	.685
My involvement in economic development in my community is a high priority.	.763
I am actively involved in nonprofit organizations.	.497
I can be a follower.	.416
I can effectively lead volunteer organizations.	.499
I am very active in recruiting new industries for my community.	.444

The factor scores were compared with the independent variables of the participants' gender and marital status using an independent t-test to determine significance. A Levene's test for equality of variances showed equality for all factors for gender.

Only Factor Four, Community Knowledge and Personal Development, differed for males and females with females being significantly more positive on this dimension ( $p < 0.032$ ). This finding supported Giebink's (1975) findings that women indicated an increase in personal development after participating in a leadership program in Montana and Gittell, Ortega-Bustamante, Steffy's (2000) findings that women leaders use the discourse of personal development for community development work. Gittell, et al., (2002) also found that women in community development organizations assess community needs.

There were no significant differences based on marital status; however, the non-respondent analysis indicated that there were more single females not responding, which could skew these results.

The factor scores were compared with the independent variables of the participants' highest level of education and income using an ANOVA with a Tukey's

post hoc test. Factor One, Community Commitment and Future Directions, differed with “college graduates” having a higher Factor One score than “some college” with  $p < 0.005$ .

When income levels were compared a significant difference was found in Factor Five, Community Dedication. Respondents making \$20,000-\$30,000 have a lower Factor Five score than those making \$30,000-\$50,000. Respondents making \$30,000-\$50,000 have a lower Factor Five score than those making \$50,000-\$100,000. Respondents making \$50,000-\$100,000 have a lower Factor Five score than those making more than \$100,000.

#### *Quantitative Conclusions*

Based upon the response of the survey it is concluded that the socioeconomic status of the participants affected participants' impact in rural development. Females were more positive in community knowledge and personal development. Participants with college degrees had more community commitment and worked more in future directions for the community. Participants with higher incomes are more dedicated to their communities than participants with lower incomes.

#### Summary of Findings and Conclusions

This chapter dealt with the findings and conclusions of the research. The researcher combined both quantitative and qualitative data to test each research variable. While the quantitative data suggested overall significant differences in the then/post scores of participants, the qualitative data did not substantiate these claims. The survey was used by the researcher to direct further investigation of the research.

When comparing the quantitative and qualitative findings *effort justification* and *social desirability* are two possible explanations for the significance of quantitative data. Substantial claims regarding if the OALP should not be based only on the findings of the quantitative data because the instrument used was self-reported. The post/then test controls for response-shift bias, but memory-related problems, social desirability responding, overestimation of changes in knowledge, and effort justification are introduced (Howard, Millham, Slaten, & O'Donnell, 1981; Mezoff, 1981; Pratt, et al., 2000; & Sprangers, 1987).

Extreme case sampling was used to select eight participants based on responses to the survey. The participants were chosen because the researcher believed the eight participants would supply the maximum variation of responses and would provide rich, thick descriptions of their OALP experience. Extreme case sampling “involves units with special or unusual characteristics” (Wiersma, 2000, p. 286). Each of the eight participants selected according to their responses on the survey had an in-depth knowledge of rural development. The eight participants all responded in the survey to be active in their communities, have an understanding of rural development, and the importance of and knowledge of change. The eight participants responded on the survey that they were acting as change agents.

These participants according to the responses to the survey were to be the most positive community developers and active community leaders, however, when directly asked about the aspects of rural community development, change agents, improving their communities, fell short of their own perceptions. These participants did not have adequate knowledge of community development or how to promote change.

Hence, the researcher decided to make limited claims about the impact of the program. Factor analysis on the quantitative data indicated that demographic factors did determine the impact of the program in specific areas. The next chapter deals with implications and recommendations based on the findings and conclusions of the research.

## CHAPTER V

### SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present the implications and recommendations based on the analysis and conclusions presented in the previous chapter.

#### Summary

##### *Purpose of the Study*

The purpose of the study was to determine the impact the OALP made on rural community development.

##### *Objectives of the Study*

The following objectives were created as a guide to meet the purpose of the study:

1. Determine to what extent the OALP integrated the rural community development process into its program.
2. Determine to what extent OALP participants served as change agents within their communities.
3. Determine to what extent the OALP developed leaders to meet community needs.

4. Determine to what extent the OALP participants took an active role in improving their communities.
5. Determine to what extent the OALP participants' socioeconomic status affected their impact on community development.

### *Scope of the Study*

The population for the study were all graduates and participants of the OALP from Class I to Class X spanning the years of 1982 to 2001. A census was used for the survey, therefore sampling was not required.

### *Summary of Methods and Procedures*

To determine the impacts of the OALP on rural community development the study used a mixed-method research design. Both methods of data collection gathered data concerning the five research questions used to guide the study.

An instrument developed by the researcher, which was modeled after Pigg,'s (2001) *EXCEL: Experience in Community Enterprise and Leadership* gathered the quantitative data. The Dillman (2000) four mailing approach was used to increase response rate. The mailing produced 125 responses. The surveys were coded to insure confidentiality of respondents. Controls for non-response bias were "double-dipping" and comparison of early to late respondents (Miller & Smith, 1983). Quantitative data were analyzed using SPSS ® 8.0. Descriptive and inferential statistics were used for analysis. Paired samples t-tests, factor analysis, and ANOVA with a Tukey's post hoc test were statistical tests used for the study.

Face-to-face interviews with eight people and open-ended questions on the survey were used to collect qualitative data and were coded and analyzed using ATLAS.ti.

### Summary of Results and Conclusions

*Research Question 1: To what extent did the OALP integrate the rural development process into the program?*

The quantitative data resulted in a positive significant difference and a large effect size measuring research question one; however, the qualitative data revealed substantial knowledge of rural development was not gained through the program according to the eight participants interviewed. Therefore, it can be concluded that the OALP was marginally successful in integrating the rural development process into the program.

*Research Question 2: To what extent did the OALP participants serve as change agents within their communities?*

In the quantitative data, a positive significant difference and a large effect size was found measuring research question two. According to the eight participants interviewed the qualitative data did not support the quantitative findings when inquiring about actual behavior, therefore, it can be concluded using the quantitative and qualitative that the OALP participants did not serve as change agents in their communities.



*Research Question 3: To what extent did the OALP developed leaders to meet community needs?*

The quantitative data produced a positive significant difference and a large effect size was found measuring research question three. The qualitative data revealed that the OALP is not substantially developing leaders to meet community needs regarding actual behavior according to the eight people interviewed. It can be concluded using both findings that the OALP, to a slight extent developed leaders to meet community needs.

*Research Question 4: To what extent the OALP participants take an active role in improving their communities?*

A positive significant difference and a large effect size was found measuring research question four, and a positive significant difference and medium effect size on section five, which measures if OALP participants believed they took an active role improving their communities. The qualitative data did not support this strong finding according to the eight participants interviewed. Using the quantitative and qualitative data it can be concluded that OALP participants are taking a minimal role improving their communities.

*Research Question 5: To what extent did the OALP participants' socioeconomic status affected their impact on community development?*

The quantitative data revealed that females were significantly more positive than males on the construct of community knowledge and personal development. College graduates were significantly more positive on the community commitment and future directions construct than some college. Respondents with higher incomes were significantly more positive on the construct of community dedication.

## Recommendations

The recommendations are presented according to each research question and recommendations for improving the program's impact on rural community development are included.

*Research Question 1: To what extent the OALP integrated the rural community development process into its program?*

According to the quantitative findings the program did create awareness among the participants. However, qualitative inquiries suggested that this awareness was inadequate. Therefore, it is recommended that the program director increase the participants' knowledge of rural development and development opportunities by integrating more rural development seminars into the program. These seminars should focus on the actual process of rural development as well as new development opportunities participants can initiate through more community examination and discussion with other community leaders.

This recommendation supports Mulkey (1989), Luther and Wall (1994), Cook (1994), Seevers, Graham, Gamon, and Conklin's (1997) claims that community leaders should have adequate knowledge of community development and the aspects that encompass community development, and Heekathorn (1993) and Ryan (1994) findings that one of the most important components of community leaders is the leader's ability to mobilize resources at the community level.

*Research Question 2: To what extent did the OALP participants serve as change agents within their communities?*

According to the survey participants claimed they were serving as change agents in their communities, but the qualitative findings and conclusions implied participants were not serving as change agents. Therefore, it is recommended that the program introduce change agent skill building seminars into the program to provide participants with the necessary skills to encourage and enable change.

Hughes (1998) suggested that leadership programs should teach participants to become change agents support the recommendation. He further concluded that change is difficult in communities because people are resistant to change and construct barriers to prevent discussion and action promoting change. The recommendation is further supported by Bolton's (1991) suggestion that community development programs are to create local leaders to influence the impact and direction of changes that take place in rural communities.

*Research Question 3: To what extent did the OALP developed leaders to meet community needs?*

The quantitative data indicated that the OALP was developing leaders to meet community needs; however, the qualitative data revealed that the OALP did not substantially develop leaders to meet community needs. Based on these findings and conclusions it is recommended that the program incorporate skill-building seminars to provide participants with needs assessment capabilities. Needs assessment is a fundamental component needed for community development.

This recommendation is based upon the responses of the eight interviewed participants, which is supported by Mulkey's (1989) claims that the development process includes problem and need identification, assessment of community's organizational structure to address the problems and needs, developing the necessary capacity, and the design and implementation of action programs to address the issues.

Williams (1989) further argued that before community leaders can seek and implement desired change, they must have some feel for existing attitudes and perceptions with respect to those factors which impact development. OALP participants must be able to identify the needs, attitudes, concerns, and perceptions of their community before they can impact and direct change.

*Research Question 4: To what extent the OALP participants take an active role in improving their communities?*

Using the quantitative and qualitative data it was concluded that OALP participants were taking a minimal role in improving their communities. Based on this conclusion it is recommended that the seminars should focus on the actual process of rural development as well as new development opportunities participants can initiate through more community examination and discussion with other community leaders.

This recommendation finds support in Mulkey (1989), Luther and Wall (1994), Cook (1994), Seevers, Graham, Gamon, and Conklin (1997) claims that community leaders should have adequate knowledge and skills of community development and the aspects that encompass community development. Moreover, Heekathorn (1993) and Ryan (1994) reported that one of the most important components of community leaders is the leader's ability to mobilize resources at the community level.

It is recommended that the program incorporate skill-building seminars to provide participants with needs assessment capabilities. Needs assessment is a fundamental component for community development. This recommendation is based upon the responses of the interviewed participants, which is supported by Mulkey's (1989) claims that the development process includes problem and need identification, assessment of community's organizational structure to address the problems and needs, developing the necessary capacity, and the design and implementation of action programs to address the issues.

A leadership project should be incorporated into the program. It would be an opportunity to work and develop leadership, needs assessment, and change agent skills and have support and direction. The leadership project would give participants a hands on practical experience to use the knowledge gained during the program in the actual community setting. This practice would improve participants' community leadership.

*Research Question 5: To what extent did the OALP participants' socioeconomic status affected their impact on community development?*

It is recommended that the program expand and include more participants of lower socioeconomic standings. This recommendation is supported by Mulkey's (1989) conclusions that by consciously attempting to broaden the leadership skills and participation among groups not usually involved in community leadership roles, leadership-training programs can begin to overcome the participation gap between individuals of higher and lower socioeconomic status. When leadership trainees are representative of the community in terms of race, gender, and socioeconomic status,

interactions within the class can begin the process of fostering mutual understanding between community groups.

*Improving the OALP's Impact on Rural Community Development*

The recommendation to increase the impact on rural community development is derived from the findings of the study and the objectives of the program. The findings and conclusions of the study indicated the OALP increased awareness of participants. It is recommended that the program move past awareness and move the program to the implementation stage. Rogers (1995) model of the innovation-decision process suggests five stages of change: knowledge, persuasion, decision, implementation, and confirmation. It can be argued that change can happen only when a person passes through all these stages. The findings of this research implied that the participants did not go beyond the first stage of change. A finer analysis (qualitative) questioned the first stage. The qualitative findings revealed that the participants have only a brief understanding of the concepts. Having a full understanding of rural development and the change process is the first step in behavior changes. Therefore, the researcher recommends that definite appropriate change be made in the program to ensure that the program goes beyond the first stage of the innovation-decision process. Increasing alumni involvement and activities would move the program into the confirmation stage of the process.

It is also recommended that the OALP integrate a leadership project into the program. The hands-on experience would serve to develop leadership skills, needs assessment skills, change agent skills, and participant impact on rural development. Research conducted showed that one-shot programs bring awareness, but are not

effective in behavior changes (Townsend, 2002). When an extended and sustained leadership class was provided, attitudes and leadership behaviors changed after the class. This study was repeated four times (Cummings, 1995; Taylor, 1998, Thorp, Cummins, & Townsend, 1997; and Tabke, 1999). The OALP provides this long-term contact needed to change leadership behaviors.

The program needs to increase the diversity of participants to include more ethnic and minority groups. All social programs should reflect the population of the society (Mulkey, 1989).

### Implications

The findings and conclusions of the study raised questions regarding the objectives and the current direction of the program. The findings showed that the OALP is just an awareness program. Although four of the objectives are awareness based, the stakeholders need to consider whether the program should continue as an awareness program. Should the overall objectives of the OALP be reevaluated and revised due to the critical shape of rural Oklahoma and current and future financial cuts? Can rural Oklahoma, agriculturalists, and stakeholders afford to continue the program in the current context of awareness? The cost of the program justifies changing the goals and developing effective leaders to work in community development.

The program is glamorous, and participating in the program brings participants higher status. Building communities is not glamorous. If Oklahoma and the OALP are sincere in building rural Oklahoma, then the program should move past awareness and build leaders for rural Oklahoma.

Questions also arose with the non-responses findings. Why did more women respond to personal communication with the researcher than to the survey? Why were more non-response women single than women respondents? Given that the fact that demographic differences were found between respondents and non-respondents; and the qualitative and quantitative findings contradicted each other; the broader question, which the study raised, was whether the quantitative or qualitative measure was an adequate approach to evaluate the OALP.

The study also alert other researchers' attention to the fact that existing methods of evaluation may be inadequate. Participants could not authenticate actual changes in behavior made after participating in the OALP. The effect of leadership programs on participants has been evaluated in numerous studies using only participant perception data only (Bolton, 1991; Howell, Weir, & Cook, 1979; Lee-Cooper, 1994; Olson, 1992; Whent & Leising, 1992). Are these studies actually documenting program impacts with only using surveys? Other possible methods to determine participant impact on community development should be used to triangulate survey finds. Should evaluators possibly considering abandoning survey research? The financial and human resources used in developing surveys could be used toward randomly picking more interviewees and conducting more face-to-face interviews, as this study found that the survey data was invalidated by the in-depth interviews



### Recommendations for Further Research

1. A longitudinal study of the OALP program to document improvement in the program based on these findings.
2. Continual documentation of participants' impact on community development.
3. More qualitative input from participants' spouses to crystallize the impact of the OALP on participants' activities and community development.
4. Explore the non-response findings of this study and investigate causes of the differences of the non-respondents and respondents.
5. Investigate why quantitative and qualitative findings were diametrically opposed to each other.

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## APPENDICIES

APPENDIX A  
INSTRUMENT

# OKLAHOMA AGRICULTURAL LEADERSHIP PROGRAM SURVEY

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*LEAH J. WALL, Evaluation Assistant*  
405-744-6942

*DR. KATHLEEN D. KELSEY, Evaluator*  
405-744-8137

# Leadership Survey

**START HERE**

Consider each of the following items for two periods in time: before participating in the OALP and today. Based on how each item applies to you, please indicate your level of agreement or disagreement by:

- 1) marking  the corresponding circle for your knowledge, skills and experience before participating in the OALP and
- 2) marking  the appropriate square for you knowledge, skills and experience today.

**Section I.**

	BEFORE OALP					TODAY				
	Strongly Agree	↔		Strongly Disagree	Not Sure/ Not Applic.	Strongly Agree	↔		Strongly Disagree	Not Sure/ Not Applic.
	1 ↓	2 ↓	3 ↓	4 ↓		0 ↓	1 ↓	2 ↓	3 ↓	
1. I know how my community fits on a global level. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
2. I envision new possibilities for my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
3. I strive to make the community better for everyone. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
4. I appreciate local businesses. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
5. I have pride in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
6. I understand the community development process. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
7. I understand the importance of community development in rural Oklahoma. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
8. I understand why some rural Oklahoma communities are diminishing. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
9. I know how important quality education is to the success of rural Oklahoma communities. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
10. I know how important quality jobs and careers are to the success of rural Oklahoma communities. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
11. My involvement in social services is a high priority. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
12. My involvement in economic development in my community is a high priority. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0

*please continue* ☞

- 1) Mark  the corresponding circle for your knowledge, skills and experience before participating in the OALP and  
 2) Mark  the appropriate square for you knowledge, skills and experience today.

**Section II.**

	BEFORE OALP					TODAY				
	Strongly Agree 1	2	3	Strongly Disagree 4	Not Sure/ Not Applic. 0	Strongly Agree 1	2	3	Strongly Disagree 4	Not Sure/ Not Applic. 0
13. I think that it is the responsibility of every citizen in my community to reach its goals. . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
14. I believe that citizens have the same responsibility as government officials to reach community goals. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
15. I aggressively work at developing new local leaders. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
16. I regard change as a source of vitality. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
17. I know how to tackle problems in systematic ways. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
18. I seek out different perspectives to generate new ideas. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
19. I know how to change things in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
20. My involvement in improving environmental conditions is a high priority. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
21. I am actively involved in nonprofit organizations. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0

**Section III.**

22. I help people understand each other so they can reach a common ground. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
23. I have <b>knowledge</b> of city infrastructure and support systems. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
24. I have <b>knowledge</b> of county infrastructure and support systems. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
25. I have <b>knowledge</b> of state infrastructure and support systems. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
26. I know how to <b>access</b> city infrastructure and support systems. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
27. I know how to <b>access</b> county infrastructure and support systems. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
28. I know how to <b>access</b> state infrastructure and support systems. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0

*please continue* ↷

Mark  the corresponding circle for your knowledge, skills and experience before participating in the OALP and

Mark  the appropriate square for your knowledge, skills and experience today.

	BEFORE OALP					TODAY				
	Strongly Agree 1 ↓	2 ↓	3 ↓	Strongly Disagree 4 ↓	Not Sure/ Not Applic. 0 ↓	Strongly Agree 1 ↓	2 ↓	3 ↓	Strongly Disagree 4 ↓	Not Sure/ Not Applic. 0 ↓
I actively use city resources to meet the needs in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I actively use county resources to meet the needs in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I actively use state resources to meet the needs in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I am aware of the needs of my community. .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I use leadership skills in different settings. .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I can identify local leaders in my community.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I understand my own weaknesses. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I understand my own strengths. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I respect a variety of leadership styles. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I utilize different leadership styles in different situations. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I allow others to take a leadership role when appropriate. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I can be a follower. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I can become a leader in situations. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I assist organizations to think and act in different ways. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I can effectively lead volunteer organizations. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I have a good understanding of public issues in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I am well qualified to participate in public issues. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I have enough knowledge to do a good job in public office. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I have the skills to do a good job in public office. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
I have the desire to run for a public office. ...	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0

*please continue* ↻



- 1) Mark  the corresponding circle for your knowledge, skills and experience before participating in the OALP and  
 2) Mark  the appropriate square for you knowledge, skills and experience today.

**Section IV.**

	BEFORE OALP					TODAY				
	Strongly Agree			Strongly Disagree	Not Sure/ Not Applic.	Strongly Agree			Strongly Disagree	Not Sure/ Not Applic.
	1	2	3	4	0	1	2	3	4	0
49. I actively strive to improve quality of life in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
50. I am very active in recruiting new industries for my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
51. I am very active in making efforts to improve and expand local education. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
52. I am very active in seeking out special development programs in agriculture or industry. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
53. I am very active in participating in projects to improve health services in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
54. I am very active in making efforts to improve the well being of the disadvantaged in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
55. I am very involved in projects concerned with community water resources. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
56. I work in retaining current businesses and industry. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0

**Section V.**

57. I take a very active role in improving my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
58. I actively listen to the needs of lower economic status individuals in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
59. I actively voice the concerns of individuals of lower economic status in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
60. I regard the needs of all citizens in my community regardless of economic status. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
61. I actively reach out to individuals of lower economic status than me to get them involved in leadership roles. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
62. I actively reach out to individuals of lower economic status than me to increase their participation in political or policy issues. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0

*please continue* ↻

- 1) Mark  the corresponding circle for your knowledge, skills and experience before participating in the OALP and  
 2) Mark  the appropriate square for you knowledge, skills and experience today.

	BEFORE OALP					TODAY				
	Strongly Agree 1	2	3	Strongly Disagree 4	Not Sure/ Not Applic. 0	Strongly Agree 1	2	3	Strongly Disagree 4	Not Sure/ Not Applic. 0
63. I actively work to close the participation gap between citizens of higher and lower economic status in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
64. I help to expand local participation in policy issues. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
<b>Section VI</b>										
65. I understand the importance of leaders changing roles as the need arises. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
66. I understand the importance of leadership in my community not resting with one individual. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
67. I understand the importance of taking a participatory approach to community decision-making. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
68. I understand the importance of my communities willingness to invest in the future of the community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
69. I understand the importance of accepting women in leadership roles in my community. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0
70. I understand the importance of quality leaders within my community for effective community development. ....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0

*please continue* ↗

# Involvement in Community Organizations

Please list all organizations that you have been involved in considering two points in time: before you were involved in OALP and today.

	BEFORE OALP					TODAY				
	Inactive Member	Active Member	Very Active Member	Leadership Role	Not Applicable	Inactive Member	Active Member	Very Active Member	Leadership Role	Not Applicable
Specific Name of Committee/ Organization	1 ↓	2 ↓	3 ↓	4 ↓	5 ↓	1 ↓	2 ↓	3 ↓	4 ↓	5 ↓
Example 1: Health Care Task Force	<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Example 2: United Way	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5
1.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

*please continue* ☞



## Demographics

A few final questions to ensure our survey reflects all participants. Please mark the appropriate square.

1. Please write in your age. \_\_\_\_\_
2. Gender:
  - Male .....
  - Female .....
3. Please indicate the number of years you have lived in your current community. \_\_\_\_\_ years.
4. What is the size of your community? \_\_\_\_\_
5. Do you have any immediate family members living in your community?
  - No .....
  - Yes .....
6. Please mark the one square that best describes your current employment status:
  - Employed full-time .....
  - Employed part-time .....
  - Self-employed full-time .....
  - Self-employed part-time .....
  - Retired.....
7. What is your job title? For example: "High school teacher – math."  
\_\_\_\_\_
8. What is your current marital status?
  - Single .....
  - Married .....
9. Please indicate your highest level of education.
  - 8<sup>th</sup> grade or less .....
  - Some high school, but did not graduate.....
  - High school graduate or GED .....
  - Vocational, technical or business school .....
  - Some college .....
  - College graduate .....
  - Post college/Graduate work .....
10. What was your total household income for 2001?
  - Less than \$10,000 .....
  - At least \$10,000 but less than \$20,000 .....
  - At least \$20,000 but less than \$30,000 .....
  - At least \$30,000 but less than \$50,000 .....
  - At least \$50,000 but less than \$100,000 .....
  - More than \$100,000 .....
  - Don't know/Not sure .....
11. Did you vote in the last local election?
  - Yes .....
  - No .....
12. Did you vote in the last state election?
  - Yes .....
  - No .....
13. Did you vote in the last presidential election?
  - Yes .....
  - No .....
14. What year did you graduate from the OALP?  
\_\_\_\_\_
15. How many hours per month are you involved in social services?
  - 5-10 hours.....
  - 10-15 hours.....
  - 15-20 hours.....
  - 20 + hours.....
16. How many hours per month are you involved in economic development?
  - 5-10 hours.....
  - 10-15 hours.....
  - 15-20 hours.....
  - 20 + hours .....

Thank You!

APPENDIX B

INSTITUTIONAL REVIEW BOARD

Oklahoma State University  
Institutional Review Board

Protocol Expires: 3/20/2003

Date : Wednesday, December 18, 2002

IRB Application No AG0136

Proposal Title: EMPOWERING LEADERS TO BUILD SUCCESSFUL COMMUNITIES THROUGH  
ENHANCED LEADERSHIP

Principal  
Investigator(s) :

Kathleen Kelsey  
466 Ag Hall  
Stillwater, OK 74078

Leah Wall  
464 Ag. Hall  
Stillwater, OK 74078

Reviewed and  
Processed as: Exempt

Approval Status Recommended by Reviewer(s) : Approved

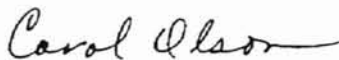
**Modification**

---

Please note that the protocol expires on the following date which is one year from the date of the approval of the original protocol:

Protocol Expires: 3/20/2003

Signature :



Carol Olson, Director of University Research Compliance

Wednesday, December 18, 2002

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX C  
INSTRUMENT CONSENT





"Pigg, Kenneth E." To: "Leah J Wall/aged/dasnr/Okstate" <leahjw@okstate.edu>  
 <PiggK@missouri.edu> Subject: RE: EXCEL program  
 >

01/29/2002 11:29 AM

Leah, that will be fine. If you use the survey instruments as they are—adding appropriate info for your program in OK—I would really like to have the data to add to my data base/baseline. I am working to expand the "sample" so as to "norm" the instruments and your study should be helpful in this regard. If you want to discuss this, feel free to send me a note or call. (573-882-4350)

Kenneth Pigg

-----Original Message-----

**From:** Leah J Wall/aged/dasnr/Okstate [mailto:leahjw@okstate.edu]

**Sent:** Monday, January 28, 2002 8:11 PM

**To:** Pigg, Kenneth E.

**Subject:** RE: EXCEL program

Dr. Pigg,

I would like to use the survey you developed for the evaluation of the EXCEL program to model my evaluation of the Oklahoma Agricultural Leadership Program. Do you have any objections? I will site your work in my thesis and survey.

Thank you for your help,

Leah J. Wall  
 Graduate Research Assistant  
 Agricultural Education, Communications,  
 and 4-H Youth Development  
 464 Agricultural Hall  
 Stillwater, OK 74078-6031  
 405-744-6942  
 leahjw@okstate.edu

"Pigg, Kenneth E." <PiggK@missouri.edu>

10/05/2001 03:11 PM

To: "Leah J Wall/aged/dasnr/Okstate"  
 <leahjw@okstate.edu>  
 cc: (bcc: Leah J Wall/aged/dasnr/Okstate)  
 Subject: RE: EXCEL program

Leah, in case you get tired of waiting for the surface mail, here are the requested files. I will have them accessible on my web site very soon THought it was done today, but ran into some gremlins.

Ken Pigg

-----Original Message-----

APPENDIX D  
SURVEY QUESTIONS

Research Questions	Operational Questions	Survey Questions	Citations
1 To what extent is the OALP integrating the rural community development process into the program?	1. Do participants know how their communities fit on a global level?	1. I know how my community fits on a global level.	OALP Advisory Council, 1985
	2. Do the participants envision new possibilities for their communities?	2. I envision new possibilities for my community.	Luther & Wall, 1994
	3. Do participants strive to make the community better for everyone?	3. I strive to make the community better for everyone.	Woods & Sanders, 1989 Seevers, Graham, & Gamon, 1997
	4. Do participants appreciate local business?	4. I appreciate local businesses.	Luther & Wall, 1994
	5. Do participants have pride in their communities?	5. I have pride in my community.	Luther & Wall, 1994
	6. Do participants understand the community development process?	6. I understand the community development process.	Woods & Sanders, 1989
	7. Do the participants understand the importance of community development in rural Oklahoma?	7. I understand the importance of community development in rural Oklahoma.	Woods & Sanders, 1989; Mulkey, 1989
	8. Do participants understand why some rural communities are diminishing?	8. I understand why some rural Oklahoma communities are diminishing.	Barta, Doeksen, & Woods, 2000
	9. Do the participants understand the importance of quality education in the success of rural Oklahoma communities?	9. I know how important quality education is to the success of rural Oklahoma communities.	Luther & Wall, 1994; Sullens, Volger, & Mays, 1987; Woods & Sanders, 1989 Marshall, 2000; Knutson & Fisher, 1989

Research Questions	Operational Questions	Survey Questions	Citations
	10. Do participants understand the importance of quality jobs and careers in the success of rural Oklahoma communities?	10. I know how important quality jobs and careers are to the success of rural Oklahoma communities.	Luther & Wall, 1994; Sullens, Volger, & Mays, 1987; Woods & Sanders, 1989; Marshall, 2000; Knutson & Fisher, 1989
	11. Is involvement in social services a high priority among OALP participants?	11. My involvement in social services is a high priority.	Luther & Wall, 1994; OALP Advisory Council, 1985
	12. Is involvement in economic development a high priority among OALP participants?	12. My involvement in economic development in my community is a high priority.	Luther & Wall, 1994; OALP Advisory Council, 1985
	13. Do participants think that it is the responsibility of every citizen in my community to reach its goals?	13. I think that it is the responsibility of every citizen in my community to reach its goals.	Howell, 1971
2. To what extent are the OALP participants serving as change agents within their communities?	14. Do participants believe that citizens have the same responsibility as government officials to reach community goals?	14. I believe that citizens have the same responsibility as government officials to reach community goals.	Howell, 1971
	15. Do participants work aggressively at developing new local leaders?	15. I aggressively work at developing new local leaders.	Tichy & Devanna, 1990; Williams, 1989; Luther & Wall, 1994; Robinson, 1994; Cornell, 2000
	16. Do participants regard change as a source of vitality?	16. I regard change as a source of vitality.	Williams, 1989; Hughes, 1998
	17. Do participants know how to access and tackle problems in systematic ways?	17. I know how to access and tackle problems in systematic ways.	Mulkey, 1989
	18. Do participants seek out different perspectives to generate new ideas?	18. I seek out different perspectives to generate new ideas.	Robinson, 1994; Williams, 1989

Research Questions	Operational Questions	Survey Questions	Citations
	19. Do participants know how to change things in their communities?	19. I know how to change things in my community.	Cornell, 2000
	20. Is the involvement in improving environmental conditions a high priority among participants?	20. My involvement in improving environmental conditions is a high priority.	Luther & Wall, 1994
	21. Are participants actively involved in nonprofit organizations?	21. I am actively involved in nonprofit organizations.	Luther & Wall, 1994
	22. Do participants help people understand each other so they can reach a common ground?	22. I help understand each other so they can reach a common ground.	Mulkey, 1989; Heekathom, 1993; Ryan, 1994
	23. Do participants have knowledge of city infrastructure support systems?	23. I have knowledge of city infrastructure support systems.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998
	24. Do participants have knowledge of county infrastructure support systems?	24. I have knowledge of county infrastructure support systems.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998
	25. Do participants have knowledge of state infrastructure support systems?	25. I have knowledge of state infrastructure support systems.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998
	26. Do participants know how to access city infrastructure support systems?	26. I know how to access city infrastructure support systems.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998
	27. Do participants know how to access county infrastructure support systems?	27. I know how to access county infrastructure support systems.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998
	28. Do participants know how to access state infrastructure support systems?	28. I know how to access state infrastructure support systems.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998

Research Questions	Operational Questions	Survey Questions	Citations
	29. Do participants actively use city resources to meet the needs in their communities?	29. I actively use city resources to meet the needs in my community.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998
	30. Do participants actively use county resources to meet the needs in their communities?	30. I actively use county resources to meet the needs in my community.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998
	31. Do participants actively use state resources to meet the needs in their communities?	31. I actively use state resources to meet the needs in my community.	Luther & Wall, 1994; Brown & Nylander, 1998; Allen & Dillman, 1994; Hughes, 1998
	32. Are participants aware of the needs of their communities?	32. I am aware of the needs of my community.	Fear, et al, 1985; Mulkey, 1989; Hughes, 1998
	33. Do participants use leadership skills in different settings?	33. I use leadership skills in different settings.	Robinson, 1994; Bass, Williams, 1989
	34. Can participants identify local leaders in their communities?	34. I can identify local leaders in my community.	Fear, et al, 1985; Winter, 1988; Mulkey, 1989
	35. Do participants understand their own weaknesses?	35. I understand my own weaknesses.	Mathews, 1996; Pomrenke, 1982
	36. Do participants understand their own strengths?	36. I understand my own strengths.	Mathews, 1996; Pomrenke, 1982
	37. Do participants respect a variety of leadership styles?	37. I respect a variety of leadership styles.	Robinson, 1994
	38. Do participants utilize different leadership styles in different situations?	38. I utilize different leadership styles in different situations.	Robinson, 1994; Williams, 1989

Research Questions	Operational Questions	Survey Questions	Citations
	39. Do participants allow others to take a leadership role when appropriate?	39. I allow others to take a leadership role when appropriate.	Buchtel & Guzzetta, 1977; Mathews, 1996; Pomrenke, 1982
	40. Can participants be a follower?	40. I can be a follower.	Buchtel & Guzzetta, 1977; Mathews, 1996; Pomrenke, 1982
	41. Can participants become a leader in situations?	41. I can become a leader in situations.	Buchtel & Guzzetta, 1977; Mathews, 1996; Pomrenke, 1982
	42. Do participants assist organizations to think and act in different ways?	42. I assist organizations to think and act in different ways.	Mathews, 1996; Pomrenke, 1982
	43. Can participants effectively lead volunteer organizations?	43. I can effectively lead volunteer organizations.	Luther & Wall, 1994
	44. Do participants have a good understanding of public issues in their communities?	44. I have a good understanding of public issues in my community.	Beaulieu & Smith, 2000; Howell, 1974
	45. Are participants well qualified to participate in public issues?	45. I am well qualified to participate in public issues.	Beaulieu & Smith, 2000; Howell, 1974
	46. Do participants have enough knowledge to do a good job in office?	46. I have enough knowledge to do a good job in public office.	Beaulieu & Smith, 2000; Howell, 1974
	47. Do participants have the skills to do a good job in public office?	47. I have the skills to do a good job in public office.	Beaulieu & Smith, 2000; Howell, 1974
	48. Do participants have the desire to run for public office?	48. I have the desire to run for a public office.	Howell, 1974
3. To what extent are OALP participants taking a more active role in improving their communities?	49. Do participants actively strive to improve the quality of life in their communities?	49. I actively strive to improve quality of life in my community.	Seevers, Graham, Gamon, & Conklin, 1997; Fear et al., 1985

Research Questions	Operational Questions	Survey Questions	Citations
	50. Are participants very actively involved in recruiting new industries for their communities?	50. I am very active in recruiting new industries for my community.	Seevers, Graham, Gamon, & Conklin, 1997
	51. Are participants very active in making efforts to improve and expand local education?	51. I am very active in making efforts to improve and expand local education.	Luther & Wall, 1994; Knutson & Fisher, 1989
	52. Are participants very active in seeking out special development programs in agriculture or industry?	52. I am very active in seeking out special development programs in agriculture or industry.	Luther & Wall, 1994
	53. Are participants very active in participating in projects that improve health services in their communities?	53. I am very active in participating in projects that improve health services in my community.	Luther & Wall, 1994; Knutson & Fisher, 1989
	54. Are participants very active in making efforts to improve the well being of the disadvantaged in their communities?	54. I am very active in making efforts to improve the well being of the disadvantaged in my community.	Beaulieu & Smith, 2000
	55. Are participants very involved in projects concerned with community water resources?	55. I am very involved in projects concerned with community water resources.	Luther & Wall, 1994
	56. Do participants work in retaining current businesses and industry?	56. I work in retaining current businesses and industry.	Luther & Wall, 1994
4. To what extent is OALP participants' socioeconomic status affect their impact on community development?	57. Are participants taking a very active role in improving their communities?	57. I take a very active role in improving my community.	Seevers, Graham, Gamon, & Conklin, 1997; Fear et al., 1985
	58. Do participants active listen to the needs of lower economic status individuals in their communities?	58. I actively listen to the needs of lower economic status individuals in my community	Beaulieu & Smith, 2000; Martin & Wilkinson, 1985; Larson & Potter, 1971



Research Questions	Operational Questions	Survey Questions	Citations
	59. Do participants actively voice the concerns of individuals of lower economic status in their communities?	59. I actively voice the concerns of individuals of lower economic status in my community.	Beaulieu & Smith, 2000; Martin & Wilkinson, 1985; Larson & Potter, 1971
	60. Do participants regard the needs of all citizens in their communities regardless of economic status?	60. I regard the needs of all citizens in my community regardless of economic status.	Beaulieu & Smith, 2000; Martin & Wilkinson, 1985; Larson & Potter, 1971
	61. Are participants actively reaching out to individuals of lower economic status than them to get them involved in leadership roles?	61. I actively reach out to individuals of lower economic status than me to get them involved in leadership roles.	Beaulieu & Smith, 2000; Martin & Wilkinson, 1985; Williams, 1989
	62. Are participants actively reaching out to individuals of lower economic status than them to increase their participation in political or policy issues?	62. I actively reach out to individuals of lower economic status than me to increase their participation in political or policy issues.	Beaulieu & Smith, 2000; Martin & Wilkinson, 1985
	63. Are participants actively working to close the participation gap between citizens of higher and lower economic status in their communities?	63. I actively work to close the participation gap between citizens of higher and lower economic status in my community.	Beaulieu & Smith, 2000; Martin & Wilkinson, 1985; Wilkinson, 1979
	64. Are participants helping to expand local participation in policy issues?	64. I help to expand local participation in policy issues.	Beaulieu & Smith, 2000; Martin & Wilkinson, 1985
5. To what extent is the OALP integrating the rural community development process into the program?	65. Do participants understand the importance of leaders changing roles as the need arises?	65. I understand the importance of leaders changing roles as the need arises.	Mathews, 1996; Buchtel & Guzzetta, 1977; Mathews, 1996; Pomrenke, 1982

Research Questions	Operational Questions	Survey Questions	Citations
6. To what extent are the OALP participants serving as change agents with in their communities?	66. Do participants understand the importance of leadership in their communities not resting with one individual?	66. I understand the importance of leadership in my community not resting with one individual.	Coe, 1990; Matthews, 1996; Buchtel & Guzzetta, 1977; Mathews, 1996; Pomrenke, 1982
7. To what extent is the OALP developing leaders to meet community needs?	67. Do participants understand the importance of their communities taking a participatory approach to community decision-making?	67. I understand the importance of my community taking a participatory approach to community decision-making.	Howell, 1974; Heckathorn, 1993; Ryan, 1994; Brown & Nylander, 1998; Coe, 1990
8. To what extent are OALP participants taking a more active role in improving their communities?	68. Do participants understand the importance of their community's willingness to invest in the future of the community?	68. I understand the importance of my community's willingness to invest in the future of the community.	Luther & Wall, 1994
	69. Do participants understand the importance of accepting women in leadership roles in their communities?	69. I understand the importance of accepting women in leadership roles in my community.	Northouse, 2001; Luther & Wall, 1994; O'Brien, Hassinger, Brown, & Pinkerton, 1991; Wall, 1989
	70. Do participants understand the importance of quality leadership within their communities for effective community development?	70. I understand the importance of quality leadership within my community for effective community development	Mulkey, 1989

APPENDIX E  
CORRESPONDENCE



April, 2002

Division of Agricultural Sciences and Natural Resources  
Department of Agricultural Education, Communications  
and 4-H Youth Development  
448 Agricultural Hall  
Stillwater, Oklahoma 74078-6031  
405-744-8036; Fax: 405-744-5176

Dear

Within the next few days you will receive a request to complete a brief survey. We are conducting a study to discover the impact of the Oklahoma Agricultural Leadership Program on rural community development.

Rural community development is a critical Oklahoma issue. The research is being conducted to better inform stakeholders, sponsors, and program participants about the value and accountability of the Oklahoma Agricultural Leadership Program.

We would greatly appreciate your time to complete and return the survey.

Thank you in advance for your help.

Sincerely,

Leah Wall  
Research Assistant  
(405)-744-6942  
leahjw@okstate.edu

Dr. Kathleen Kelsey  
Program Director  
(405)-744-5129  
kelseyk@okstate.edu



May, 2002

Division of Agricultural Sciences and Natural Resources  
Department of Agricultural Education, Communications  
and 4-H Youth Development  
448 Agricultural Hall  
Stillwater, Oklahoma 74078-6031  
405-744-8036; Fax: 405-744-5176

Dear:

We are conducting an evaluative study that will help to determine the impact of the OALP on rural community development.

It is our pleasure to invite you to participate in this important study. Filling out this survey will ensure that OSU researchers, extension faculty, and leadership program planners are adequately serving the needs of participants to promote community development.

The information gathered would be used to make improvements to leadership programs that address the increasing problem of diminishing rural communities in Oklahoma. Please be assured that your responses are completely **confidential**, that your participation is strictly **voluntary**, and that there will be **no harmful effects** caused by participating in this study. The data will be collected using code numbers that cannot be traced back to you so your **privacy is protected**.

We know that you are busy and that your time is valuable; however, the information you provide is very important and will make a difference in the way Oklahoma State University serves you in the future.

Pilot testing indicated that it should take about 30 minutes to complete the enclosed survey. If you have any questions about the study or need assistance in completing your survey please call or email us. Thank you in advance for your cooperation!

Sincerely,

A handwritten signature in black ink that reads "Leah Wall".

Leah Wall  
Research Assistant  
(405)-744-6942  
leahjw@okstate.edu

A handwritten signature in black ink that reads "Bob Terry".

Bob Terry  
OALP Director  
(405)-744-8134  
bobt@okstate.edu

Oklahoma State University  
Department of Agricultural Education,  
Communications, & 4-H Youth Development  
448 Agricultural Hall  
Stillwater, OK 74078-6031



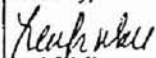
Dear OALP Participant:

Last week, a survey was mailed to you that will help determine the impact of OALP on rural community development.

If you have already completed and returned the survey, please accept our sincere thanks. If you have not, please take a few minutes to complete and return it today. We are especially grateful for your help. Participating in this study will help leadership program planner more adequately serve the needs of agricultural leaders and promote community development in Oklahoma.

If you did not receive the survey, or you have any questions about the study, please call (405) 744-6942 or email [leahjw@okstate.edu](mailto:leahjw@okstate.edu). I will be happy to send you another copy or answer any questions.

Sincerely,

  
Leah Wall  
Evaluation Assistant

  
Kathleen Kelsey  
Evaluator



Division of Agricultural Sciences and Natural Resources  
Department of Agricultural Education, Communications  
and 4-H Youth Development  
448 Agricultural Hall  
Stillwater, Oklahoma 74078-6031  
405-744-8036, Fax: 405-744-5176

June, 2002

Dear:

You are one of a randomly selected group of OALP participants being asked to fill out a survey, the purpose of which is to collect some very important information. Specifically, we are attempting to gather inputs to help us better understand the needs of OALP participants and also to promote rural community development in Oklahoma.

With the information collected, we feel we will be able to accomplish at least two important goals. First, we should be able to improve the OALP experience for future class members. Then, we should also generate some ideas and make recommendations as to how OALP graduates can play positive roles in the preservation and development of our rural communities.

You may recall receiving a survey from earlier. If this letter and your completed survey have crossed in the mail, **Thank You** for responding—we appreciate your time and the information you have provided. If you have not responded, we are enclosing another copy of the survey and ask you to take a few minutes to complete and return it to us in the enclosed self-addressed, postage paid envelope. Your voice counts!

Please be assured that your response will be treated as completely confidential. In no way will your inputs be singled out or presented in such a manner that you can be identified. We are interested only in information that represents the opinions and ideas of OALP graduates as a group.

We need your help—the success of our effort is dependent upon a high rate of response. If you have any questions about completing the survey, or the study itself, please email or call us. Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in black ink that reads "Leah Wall".

Leah Wall  
Email: leahjw@okstate.edu  
405-744-6942

A handwritten signature in black ink that reads "Bob Terry".

Bob Terry  
Email: bobt@okstate.edu  
405-744-8134

APPENDIX F  
INTERVIEW CONSENT FORM



## Leadership Project Consent Form

I \_\_\_\_\_ am consenting to participate in a study titled Empowering Leaders to Build Successful Community Through Enhanced Leadership Programs conducted by Dr. Kathleen Kelsey and Leah Wall that is designed to examine the relationship between participation in a leadership program and the impact on community development.

- I will be asked to participate in a **1-hour interview** asking about my opinion of my changes in behavior.
- I understand that my responses are **confidential**, and that the only people who will see the documents are Kathleen D. Kelsey, and her research assistant.
- I understand that my **participation is voluntary**, and that I may **withdraw** at any time with no penalty.
- I understand that there will be **no harmful effects** by participating in this study.
- I understand that **I can withdraw from the study at any time** with no penalty simply by notifying Kathleen Kelsey or Leah Wall. All of my data will be destroyed at my request.

Thank you for your participation!

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Fold and tear off below this line for contact information

-----

Dr. Kathleen Kelsey  
Assistant Professor  
Ag. Education, Comm.,  
& 4-H Youth Development  
466 Agricultural Hall  
405-744-8137  
Fax: 405-744-5176  
Email: kelseyk@okstate.edu

Leah J. Wall  
Graduate Research Associate  
Ag. Education, Comm.,  
& 4-H Youth Development  
464 Agricultural Hall  
405-744-6942  
Fax: 405-744-5176  
Email: leahjw@okstate.edu

1. What did you learn from your OALP experience?
2. What did you learn in the OALP that helped you the most in your community development efforts?
3. What did you learn about community development during the OALP?
4. Why do you think community development is important for rural Oklahoma?
5. What do you think is vital for the success of rural Oklahoma?
  - a. Did the OALP change these priorities?
6. What are your feelings on change after participating in the OALP?
  - a. Why do you feel it is important in community development or agriculture?
  - b. Do you feel comfortable with it, why? Did OALP change this?
  - c. Can you promote change, how?
  - d. Do you know how to bring about change, how?
7. Do you know what the needs are of your community, and what are they?
  - a. Do you know how to find out what the needs are of your community, how?
  - b. How did the OALP help you to learn about the needs of your community?
    - i. Strategic planning, needs assessment
8. How have you worked to improve your community?
  - a. Increased involvement in activities; kind of activities
9. Did the OALP make you more aware of the needs of lower SES individuals, how?
10. Do you help to increase participation across SES in public policy activities, how?
11. What does the OALP need to teach for participants to promote community development?

12. Do you have any suggestions for improvement of OALP seminars, what did you like and dislike?

✓

VITA

Leah Janay Wall

Candidate for the Degree of

Master of Science

Thesis: THE IMPACT OF ADULT LEADERSHIP PROGRAMS ON RURAL  
COMMUNITY DEVELOPMENT: A CASE STUDY OF THE OKLAHOMA  
AGRICULTURAL LEADERSHIP PROGRAM

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Wichita Falls, Texas, July 16, 1979, daughter of L.H. and  
Barbara Wall, Jr.

Education: Graduated from Crowell High School, Crowell, Texas, in May of  
1997, Salutatorian with Honors, Graduated from Texas A&M University,  
College Station, Texas in August 2001, Major: Agricultural Development,  
Emphasis: Leadership Development and Economics. Completed the  
Requirements for the Master of Science degree in Agricultural Education  
at Oklahoma State University, December, 2002.

Professional Experience: Graduate research assistant for the Department of  
Agricultural Education, Communications, and 4-H Youth Development  
at Oklahoma State University, 8/01 to 12/02; Marketing Assistant—Texas  
A&M University Press, 9/00 to 8/01; Undergraduate U.S. Foreign  
Service Panel Debate-Political Science Department 5/99; Undergraduate  
study course Agribusiness and Public Policy Field Trip Study Course-  
Washington D.C. & New York City, 3/98