

INTERPERSONAL AND CAREER SKILLS GAINED  
FROM COMPETING ON AN OKLAHOMA STATE  
UNIVERSITY JUDGING TEAM

By

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UNIVERSITY JUDGING TEAM

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Title of Study: INTERPERSONAL AND CAREER SKILLS GAINED FROM COMPETING ON AN OKLAHOMA STATE UNIVERSITY JUDGING TEAM

Major Field: AGRICULTURAL COMMUNICATIONS

Scope and Method of Study: The purpose of this study was to determine the perceived impact Oklahoma State University (OSU) animal science judging programs have had on the development of interpersonal and career skills of former judging team members. The scope of this survey included the OSU animal science department's three core judging programs: livestock, meat, and horse evaluation teams. The population consisted of former OSU students who had participated on one of these OSU judging teams between 1948 and 2012 ( $N = 1,094$ ). Due to framing error the accessible population included ( $N = 846$ ) with a total of ( $n = 301$ ; 35.6%) respondents. A mailed questionnaire based on an instrument developed by (Cavinder, Byrd, Franke, and Holub (2011) was used to collect data. Descriptive statistics were used in the methodology to describe interpersonal and career skill development as perceived by former judging team members.

Findings and Conclusions: Former judging team members at OSU perceive interpersonal skill development through livestock, horse and meat judging teams to be effective. Through judging team participation at OSU, former judging team members learned to communicate verbally with others and gained confidence as leaders, in social situations and with authority figures while learning to be assertive, patient, prioritize task and goals, and work well with others. Former judging team members perceived communication and decision-making skills were important. Through judging team participation at OSU, former judging team members indicated they enhanced the skills needed for career development and for their current positions.

The average judging team member at OSU is a male who competed on the livestock judging team and whose current career field is in industry. He had four years of experience competing on an organized judging team prior to college and three years of collegiate judging team experience. For future research, subsequent studies regarding interpersonal skill development found through judging teams should continue to be conducted at OSU and every other university and community college with an animal science judging team program to ensure the relevance and effectiveness of the activity.

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## CHAPTER I

### INTRODUCTION

In 1913, a defining moment occurred for the first time in the history of the Oklahoma Agricultural & Mechanic College, as livestock judging team coach Charles I. Bray took his team to the International Livestock Exposition in Chicago (Green, 1990). Even at that time, the International was considered to be the grandest finale for all teams in both the United States and Canada (Green, 1990). Green (1990) had this to say of the team's first day out:

The grueling contest at Chicago for team members James S. Connell, C.C. Stinson, Evert Tourtellote, and M.D. Campbell began at 9:00 a.m. when the first animals were led into the ring and ended at 9:30 p.m. as the final cards were turned over to the judges (Green, 1990, p. 51).

The Oklahomans had a solid day, placing second in sheep and third in horses, yet had an average day in hogs (Green, 1990). However, it was beef cattle, specifically the Shorthorns, which led to a disappointing 10<sup>th</sup> place team overall finish (Green, 1990). It was said nearly every other team beside Oklahoma A&M spent time that week practicing at a number of farms on prized animals (Green, 1990).

Oklahoma A & M began fielding judging teams in 1902 with the livestock judging team competing at the American Royal Stock Show in Kansas City and has been an integral part of the animal science department ever since (R. Totusek, personal communication, October 22, 2013). A considerable amount of time is spent by the students outside of classroom in preparation for the contests (M.Z. Johnson, personal communication, October 14, 2013). As a result of the judging teams' success, the OSU Department of Animal Science has had a successful history in regard to producing great livestock, great stockmen, great scholars and industry leaders (M.Z. Johnson, personal communication, October 14, 2013). The OSU animal science department has more Saddle & Sirloin inductees than other university, with many of these leaders involved with animal science judging teams while undergraduates (M.Z. Johnson, personal communication, October 14, 2013). The Saddle & Sirloin Club is a 113- year tradition, and every November, an industry leader is selected by his or her peers to be honored at the North American Livestock Show and Exposition in Louisville, Kentucky (Runnion, Ritchie, & Willham, 2009).

Judging teams, such as those at OSU, have long been an important extracurricular activity offered to students at a variety of community and junior colleges, four-year colleges and universities offering agricultural degrees (Field, Green, Gosey, Ritchie, & Radakovich, 1998). With practice, the students on such teams learn valuable industry knowledge and practical approaches to livestock selection and production (Cavinder, Byrd, Franke, & Holub, 2011). In essence, these activities encourage the critical evaluation of livestock and horses as a method of bringing about or continuing the improvement of the animals involved (Nash & Sant, 2005). "The level of student participation and ben-



efits accrued in terms of improved communication skills, decision making and industry knowledge appears to warrant continued sponsorship of these activities” (Field et al., 1998, p. 29). Despite this, the role judging teams play in education has been questioned, especially because of the high costs associated with the activities (McCann & McCann, 1992). However, many coaches have indicated animal science judging teams teach important life skills that overshadow the costly nature of these extracurricular activities (McCann & McCann, 1992).

Evaluating animals using subjective traits is an important facet in breeding stock and in the purchasing and selling of meat animals for harvest (Landers et al., 1986). Effective evaluators must be able to identify the parts of the animal, know the parts used for breeding or for cuts of meat in market animals, be able to visualize the ideal animal, make critical observations identifying both the strong and negative points, and develop a system of analyzing and examining animals without overlooking what’s most important (Landers et al., 1986). “Judging team students learn conformation and performance standards, practice evaluating multiple animals against the standard, then rank the animals in order of the best fit to the ideal” (White, Layfield, Birrenkott, Skewes, & Beck, 2012, p. 43). “Students then utilize known criteria to critically and independently evaluate classes and develop written and oral reasons for judgments” (White et al., 2012, p. 43). For livestock and meat judging, students are taught to differentiate between muscle and fat in red meat species: beef, swine, and sheep (Eversole, 1990). Students also learn to analyze performance data and structural correctness of animals (Eversole, 1990).

Animal science judging teams are an extracurricular activity and, as McCann and McCann (1992) pointed out, offer students an opportunity to develop knowledge, com-

munication skills, personal character, and leadership skills, which ultimately will enhance the overall employability of college graduates. Activities performed outside of the classroom have been shown to challenge students while benefitting them in the development of a variety of different skills (Kuh, 1995). Kuh (1995) mentioned jobs increasingly are more insistent on students' ability to communicate and cooperate and that these interpersonal skills may not always be developed in most academic majors. "The inability of college graduates to communicate effectively is recognized by educators and employers as the primary factor that hinders job performance" (Eversole, 1990, p. 20).

Regarding extracurricular experiences, Alexander Astin's theory of involvement encompasses the idea that when students become involved, they learn (Astin, 1985). Astin (1984) states involvement is the amount of both physical and psychological energy a student devotes to the academic experience. So, increasing the amount of time spent studying, networking with students and faculty, and participating in extracurricular activities would make the student become more "involved" and, theoretically, they would then learn more in the process as opposed to a student who did the exact opposite (Astin, 1984). Two basic postulates are comprised in this theory (Astin, 1985):

First, the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program. Second, the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (pg. 36)

Astin (1985) argues the involvement theory is a useful tool that can be used by both researchers and faculty to design more effective learning environments for students.

Thus, in regard to this study, how does student involvement through animal science judging teams affect the development of interpersonal and career skills among its former participants?

### **Problem**

A need exists to know the impact Oklahoma State University's judging programs have had on developing interpersonal and career skills in its former team members and how they have used these skills since leaving the activity. While research has been conducted for other academic institutions and settings, no research has been conducted with former OSU judging team members since 1995.

### **Purpose**

The purpose of this study was to determine the perceived impact Oklahoma State University's animal science judging programs have had on the development of interpersonal and career skills of former judging team members.

### **Objectives**

To accomplish the purpose of this study, the researcher pursued the following objectives:

1. To determine the effectiveness of Oklahoma State University animal science judging programs on interpersonal skill development as perceived by former team members.
2. To determine the effectiveness of Oklahoma State University animal science judging programs on skills related to career as perceived by former team members.
3. Describe the personal characteristics of former judging team members who com-

peted on an animal science judging team at Oklahoma State University.

### **Scope**

The scope of this survey included former members, the Oklahoma State University animal science department's three core judging programs: livestock, meat, and horse evaluation teams. The population consisted of former OSU students who had participated on one of these OSU judging teams between 1947 and 2012 (n=1,094).

### **Significance**

The significance of this study and its results is important in assessing the development of interpersonal and career skills as perceived by former animal science judging team members at Oklahoma State University. The economic challenges and rising costs associated with attending practices and competitions have led to the decreased emphasis and presence of animal science judging teams across the nation (McCann & McCann, 1992). Despite this viewpoint, previous studies show alumni overwhelmingly favor these programs because of the benefits procured by participating (McCann & McCann, 1992). This study is intended to show if there is relevance and assess support of livestock, horse and meat judging teams as important university-sponsored activities at OSU.

### **Assumptions**

The following assumptions were included in the study:

1. Individual addresses were accurate and reached the intended population.
2. The interpersonal and career skills could be quantified through the given questionnaire.

3. The respondents were honest and thoughtful in their answering of the items found in the questionnaire.
4. No differences existed between those who have given Oklahoma State University an address and those who have not.

### **Limitations**

The following limitations were noted in the study:

1. The study is exclusive to Oklahoma State University and, therefore, cannot be generalized beyond the population.
2. Members of meat-animal evaluation, dairy, poultry and crop judging teams were not targeted in the population, although some of the respondents may have participated in one or more of these teams.

### **Definitions**

The following definitions were used for this study:

Animal Evaluation Course – In traditional judging programs, students begin by taking a background course in basic conformation evaluation, understanding form to function, learning about un-soundness, learning the terminology to describe the animals being evaluated, and beginning to make decisions about the placement of a group of animals (Heleski, Zanella, & Pajor, 2003).

Judging Contest – Competitions designed to evaluate contestants' ability to make decisions among a selected group of animals in a fixed time period (Rusk & Culp III, 2007).

Oral Reasons – Presentations used in livestock and horse judging contests for students to express verbally why they placed a given class the way they did (Johnson, 1999).

Written Reasons – Documents used in meat judging contests to provide accurate descriptions of the class (American Meat Science Association, 2013).

## CHAPTER II

### REVIEW OF LITERATURE

#### **Introduction**

This chapter consists of the review of literature, which provides the framework and background information for this study. The topics reviewed highlight several key areas regarding animal science judging teams: history of OSU animal science judging teams concerning livestock, horse and meat; relevant research regarding life development through judging teams; characteristics of judging team members; critical thinking and its importance in the workplace; employability skills; importance of communication skills in college graduates; and the theoretical framework of the study.

#### **History of the Oklahoma State University Animal Science Judging Teams**

In December 14, 1891, the first class was held at Oklahoma Agricultural and Mechanical College in the Stillwater Congressional Church (Green, 1990). After tremendous growth, the division of agriculture was then commissioned in 1906 with four departments consisting of animal husbandry, agronomy, dairy husbandry and horticulture/botany (Green, 1990). The college farm was always an early priority, and at the turn of the century, the breeds of livestock housed at Oklahoma A&M included Shorthorn, Hereford, Aberdeen-Angus, Red Poll, and Jersey cattle; Berkshire, Poland China, Duroc-Jersey, and Chester White swine; and Shropshire, Southdown, Merino and Cotswald sheep

(Green, 1990). Frank Burtis first implemented livestock judging into the curriculum in 1899, and he spent a considerable amount of time purchasing herd books and other relevant research tools needed to train the livestock team (Green, 1990). Regarding a student inquiry about the relevance of livestock judging, President of OAMC Angelo Scott wrote, “You ask if stock judging is a profitable profession. Ordinarily it is not a profession at all, but it is an exceedingly valuable thing for a farmer to know.” (Green, 1990, p. 50)

In 1902, the first OAMC team competed at the American Royal (M.Z. Johnson, personal communication, October 14, 2013). Just as significant, OAMC competed for the first time at the International Exposition at Chicago in 1913 (Green, 1990). To comprehend the significance of such an outing, one student said of the event, “Fully as important to them (the student judges) as the Yale-Harvard football game or the World Series to others” (Green, 1990, p. 51).

Warren L. Blizzard was hired in 1915, and by the fall, he began making his mark on both the judging team and beef cattle industry (Green, 1990). By 1926, the “Bliz,” as he was affectionately known, was unofficially considered to be the dean of American livestock judges, along with his young understudy A.E. Darlow, who was now coach of the judging team (Green, 1990). In 1925, Darlow’s team won OAMC’s first national championship at Chicago and since that time OSU has won 17 national championships in livestock judging (M.Z. Johnson, personal communication, October 14, 2013).

The meat judging team was first fielded in 1926 (G.G. Mafi, personal communication, September 30, 2013). Since then, the team has compiled a total of 16 meat judging national championships, tied only with Texas A&M University for the most all time (G.G. Mafi, personal communication, September 30, 2013). Lowell Walters, former meat



judging coach left a large imprint on the program (Green, 1990). A popular teacher, he served the department for a total of 38 years (Green, 1990). Walters' meat judging teams took first, second or third at national contests 75 percent of the time; in total his teams won 21 contests, and his students were named high individual overall 19 times during his coaching tenure (Green, 1990).

Robert Totusek reestablished the horse program in 1977 when he hired Don Topliff to coach the horse judging team in 1983 and shortly after his arrival a new horse barn was built with financial support provided by the Oklahoma Horse Association (Green, 1990). OSU has won six AQHA World Championships, four AQHA Reserve World Championships, four AQHA Congress Championships, three NRHA Championships and two National Western Championships since 1986 (S.R. Cooper, personal communication, October 1, 2013).

### **Life Development through Judging Teams**

Success in judging contest competition relies on number of points scored by the contestant and team (Herren, 1984). "The factors related to success can be grouped into four general categories: extent of team preparations, advisor/coach expertise, geographic locations of the team, and the method of team selections" (Herren, 1984, p. 13). Judging teams have been found to be highly influential in team members' development of livestock industry knowledge, the ability to defend a decision, oral communication and decision making skills (Rusk, Balschweid, Talbert, & Martin, 2002). However, opponents of judging teams state concerns about judging contests' ability to mimic realistic views of the livestock industry, the validity of using visual appraisal as a genetic improvement tool,

the cost associated with the activity, and the number of students who participate at the intercollegiate level (Field et al., 1998).

In a study by Field et al. (1998), the researchers sent surveys to 51 universities with agricultural programs to evaluate the support given to intercollegiate judging teams. Thirty-nine were returned for a response rate of 76.5 percent. The respondents indicated the characteristics used to measure the success of their judging teams included skill development and participation of students, success in competition, and enhanced experiences with the industry (Field et al., 1998). Regarding specific skills gained through judging teams, the respondents mentioned improved communication ability, decision making, knowledge of industry, and teamwork skill development (Field et al., 1998).

Rusk et al. (2002) sought to describe the influence Indiana's 4-H livestock judging had on instilling 10 life skills among 185 alumni of 4-H programs in the state. These life skills included decision making, ability to defend a decision verbally, livestock industry knowledge, oral communication, organizational skills, problem solving, self-confidence, self-discipline, self-motivation, and teamwork (Rusk et al., 2002). Rusk et al. (2002) found 77 percent of respondents indicated a 4-H judging program had a positive influence in preparing them for the workforce (Rusk et al., 2002). Also, 23 percent valued the personal contacts and friendships they gained, and 9 percent cited the livestock knowledge gained from a 4-H judging program (Rusk et al., 2002). The researchers concluded:

The Indiana 4-H livestock judging program has had a positive impact on the lives of its participants. From making personal contacts to developing necessary life skills, the judging program holds special value to its alumni in a variety of ways.

These individuals become life-long learners as a result of their participation. Judging livestock is a beneficial educational tool used to prepare youth for the workforce, regardless of their chosen careers. Former participants have learned to become team players, which is essential to their success and efficiency in the workplace (para. 12)

Another study by Nash and Sant (2005) indicated similar results, as 64.4 percent of the respondents indicated the 4-H judging program had a positive influence on participants' personal success. Also, 63.8 percent of the respondents indicated the 4-H judging program positively influenced preparation for the workforce, and 65 percent indicated the judging program increased their animal industry knowledge (Nash & Sant, 2005). "Over 97 percent (144 out of 152) of the respondents indicated that their Idaho 4-H judging experience had a positive influence on them, while less than 3 percent (4 out of 152) said that the judging program had no influence on them" (Nash & Sant, 2005).

In a similar study by Cavinder et al. (2011), the researchers found judging team participants developed skills in hard work and dedication toward a common goal, being self-assertive, controlling anxiety, respecting opinions of others, improved communication skills, patience, and confidence as both a leader and in social settings. Moreover, the respondents were asked whether or not their judging programs had supplied them with essential skills needed for their current positions. Most of these responses favored strongly toward a positive response for current position (Cavinder et al., 2011). They concluded the results from their study gives "further validity to continuance of judging and evaluation programs as an intricate component of a well-rounded education" (Cavinder et al., 2011, p. 62).

## **Meat Judging**

The Intercollegiate Meat Coaches Association assessed the positives of the judging program at universities that had competed in meat judging between 1926 and 1989 (Davis, Miller, Allen, & Dunn, 1991). The respondents indicated at least four contests per year at a collegiate level are needed to maximize improved writing ability, decision-making qualities, exposure to animal agriculture, and the improved concentration ability obtained from meat judging (Davis et al., 1991). The results showed the participants strongly agreed meat judging helped them make better decisions based on facts and clearly enhanced their decision-making and judgment skills (Davis et al., 1991). The respondents also said their successes as meat judging contestants were highly related to their success of securing a job after graduation, while also meeting the requirements set by their employer (Davis et al., 1991). Those jobs available to students as indicated by the respondents included meat industry (47.5%) and meat animal production (46.5%), while (22.2%) entered a meat science graduate program upon finishing their undergraduate degree (Davis et al., 1991). In conclusion, the respondents indicated meat judging was second only to course work in factors that affected overall educational, personal, or career benefit obtained (Davis et al., 1991).

## **Horse Judging**

Huff (1991) stated educational programs regarding horse judging are an important part of the equine industry and indicated these teams need to be maintained and expanded at all levels within educational programs. Based on science, art and tradition, horse evaluation consists of all breeds, uses, halter and performance (Huff, 1991). Students who participate on a horse judging team are introduced to analytical and critical thinking,

judgment, and written and oral communication skills (White et al., 2012). Horse judging also provides students with the opportunity to network with industry leaders and professionals (Huff, 1991). Huff (1991) indicated horse evaluation skills are useful for breed improvement as all horses are eventually bought and sold using visual appraisal of specific traits.

In a study by Potter and Mulroy (1994), the researchers developed a 20-question evaluation instrument to measure horse judging students changes in five areas: judging ability, decision making, public speaking, self-evaluation and teamsmanship. The students' responses indicated positive increases for each question pre- to post- (Potter & Mulroy, 1994). They concluded the study was effective in determining the usefulness of horse judging in the development of critical thinking and life skills, while giving credit for the continued support for horse judging programs at the university level (Potter & Mulroy, 1994).

### **Characteristics of Judging Team Members**

Intelligence and previous livestock experiences have been noted as important factors for successful judging students (McCann, Heird, & Roberts, 1989). McCann et al. (1989) sought to identify the personality types and differences between students in evaluation courses who judge on a senior judging team and their classmates who choose not to. The sample consisted of class members in an evaluation course (n=47) and judging team members (n=28) over a three-year period. The researchers tested the subjects on their personality traits with the Myers-Briggs Type Indicator (MBTI) (McCann et al., 1989). The study showed a high percentage of students enrolled in livestock and horse evaluation classes were “sensing” in their information-gathering process as opposed to “intui-

tion,” meaning students placed more importance on direct experience in terms of how situations are perceived and experienced (McCann et al., 1989). For judgment preferences, the students ranked higher in “thinking” as opposed to “feeling,” meaning they rely more on logical order and cause and effect instead of priorities based on personal importance and values (McCann et al., 1989). “The judging team students were even more definitive for the sensing and thinking traits” (McCann et al., 1989, p. 7). Members of the judging team used a strong reliance on their senses and logic in evaluating and were more predictable when it came to placing the judging classes (McCann et al., 1989).

### **Expert Decision Makers**

An expert is tasked with generating the best possible judgment about a part of a problem (Brehmer & Hagafors, 1986). “Even when standards do exist, as in auditing, it is experts who establish these standards and who have the power to change them, thus experts define the standards, not the other way around” (Shanteau, 1988). Experts have highly developed perceptual/attention abilities, have a sense of what is relevant and irrelevant, can simplify complex problems, are expert communicators, handle adversity well, are selective in picking decision problems, show strong outward confidence, have extensive content knowledge and are both creative and articulate (Shanteau, 1992). In a similar study, Shanteau (1992) identified five more factors found in experts: domain knowledge, psychological traits, cognitive skills, decision strategies, and task characteristics. Moreover, experts’ abilities rely on having sound strategies developed in response to their environment (Shanteau, 1992).

Expert-decision makers must use several different sources of information when forming a judgment (Phelps & Shanteau, 1978). For example, “a stockbroker may com-

bine information concerning a company's sales trends, shares outstanding, dividends, profits, etc., when deciding whether or not to recommend a stock" (Phelps & Shanteau, 1978, p. 210). It has been agreed livestock, horse and meat evaluation are complex judgment tasks, requiring the use of many different dimensions, thus livestock judges with at least four years of training and experience are considered expert-decision makers (Phelps & Shanteau, 1978). In the Phelps and Shanteau (1978) study, the subjects were asked to make judgments on a set of hypothetical female breeding gilts and also asked to evaluate photographs of Poland-China breeding gilts. These judges were seven males selected from the 1975-1976 Kansas State University senior livestock judging team, ranging in age from 21 to 25 (Phelps & Shanteau, 1978).

The judges were evaluated by two different methods on how much information they could use (Phelps & Shanteau, 1978). "First they evaluate hypothetical stimuli formed by factorial combinations of the various dimensions, e.g., length and weight of an animal" (Phelps & Shanteau, 1978, p. 211). "Second, judges evaluate more realistic ad hoc stimuli, e.g., photographs of animals as they provided conditions more similar to be encountered by the expert" (Phelps & Shanteau, 1978, p. 213).

They found livestock judges use nine to 11 pieces of information to formulate a decision (Phelps & Shanteau, 1978). "Expert judges can integrate a large number of dimensions, but the inter-correlations present in real stimuli tend to reduce the number of dimensions found" (Phelps & Shanteau, 1978, p. 212). The number of assessments made by the subjects was found to far surpass the number found in other types of experts (Phelps & Shanteau, 1978). Once their collegiate judging careers end, some of these ex-

perts are hired as consultants in a breeding program or may be employed by a commercial meat company (Phelps & Shanteau, 1978).

### **Critical Thinking**

Critical thinking is defined as the practice of analyzing and evaluating thinking with a view to improve it (Paul, Tavis, & Schoenfeld, 1990). Someone who exhibits competence in critical thinking can raise vital questions and problems and formulate them clearly and precisely, gather and assess relevant information and be able to interpret it effectively, come to well-reasoned conclusions and solutions while testing them against relevant criteria and standards, think open-mindedly, and have the ability to communicate effectively with others in determining solutions to complex problems (Paul et al., 1990). Paul et al. (1990) concluded critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. “It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism” (Paul et al., 1990).

Various sectors form the ability to think critically, including analysis, inference and evaluation (Ricketts & Rudd, 2005). Of these three skills, Facione (1998) noted analysis requires students to identify relationships among different statements, questions, concepts, descriptions or other stimuli. Students who excel at inference are more competent in drawing sound conclusions based on facts, judgments, beliefs, principles, concepts, and other forms of representation (Ricketts & Rudd, 2005). While students competent in evaluation assess the credibility of statements or other stimuli while assessing the logical strength of such statements and other representations (Facione, 1998).



Many researchers have determined critical thinking is an important facet to agricultural education (Ricketts & Rudd, 2005). Ricketts and Rudd (2005) concluded GPA as an indicator of student academic performance is the best-known variable for explaining critical thinking, stating that a one point increase in the value of GPA is expected to be accompanied by an increase of 1.48 points in a combined critical thinking score, thus, they found students with poor GPA scores also may be poor critical thinkers (Ricketts & Rudd, 2005).

Findings in a study evaluating meat-animal teams found participation on intercollegiate meat-animal or meat product teams improves students' critical thinking (Miller et al., 2011). Further research shows students participating on a competitive judging team exhibit numerically higher critical thinking scores and score higher relative to national norms on a Weston-Glaser Critical Thinking Appraisal (WGCTA) test compared to students who had not previously experienced animal evaluation training (White et al., 2012).

### **Employability Skills**

Reports regarding college graduates suggest employers are leery of the lack of employability skills in entry-level job applications (Cassidy, 2006). With rapid changes in technology and in the world market, the topic of employability skills continues to remain ever evolving (Overtoom, 2000). The definition of employability skills also has changed as Overtoom (2000) states:

Employability skills are transferable core skill groups that represent essential functional and enabling knowledge, skills, and attitudes required by the 21<sup>st</sup> century workplace. They are necessary for career success at all levels of employment and for all levels of education (Overtoom, 2000, para. 5).

Carnevale, Gainer, and Meltzer (1990) identified these skill groups as important for job-related success: basic competency skills, communication skills, adaptability skills, developmental skills, group effectiveness skills and influencing skills.

Furthermore, McLaughlin (1995) developed an employability skills profile for use in the Canadian workforce, which included the academic skills of communicate, think, and learn. Personal management skills are positive attitudes and behaviors, responsibility, and adaptability, plus teamwork skills such as working with others (McLaughlin, 1995).

### **Importance of Communication Skills in College Graduates**

Oral communications skills used in entry-level jobs are an important factor evaluated by managers (Maes, Weldy, & Icenogle, 1997). The four communications skills identified included following instructions, listening, conversing, and giving feedback (Maes et al., 1997). In a study by Maes et al. (1997), 376 respondents were asked to rank 10 competencies important to college graduates, and they identified oral communications as the most important skill set needed for career success (Maes et al., 1997).

Research by Zekeri (2004) evaluated skills former students found critical to their careers. Former students from land-grant universities in the southern region of the United States were asked to rate 15 action competencies faculty identified as important with a college education; they also were asked to rank 23 skills faculty thought agricultural students should possess (Zekeri, 2004). After a factor analysis of competencies was completed, results indicated “skills on oral communication, written communication, public speaking, motivating and managing others, and effective group leadership unambiguously load on the first factor” (Zekeri, 2004). These results indicated very strong statistical

associations with oral communications and written communications being important skills used in the former students' careers (Zekeri, 2004).

Tanyel, Mitchell, and McAlum (1999) evaluated the skills employers desire in business school graduates, and oral communication skills were again found to be highly rated. The employers and university faculty rated 16 attributes needed in graduates using the Spearman's Rank-Order Correlation (Tanyel et al., 1999). The attributes with the highest rating in order of importance were responsibility and accountability, ethical values, interpersonal skills, and oral communications (Tanyel et al., 1999). It should be noted oral communications skills was the second highest ranked attribute among faculty members trailing only responsibility and accountability (Tanyel et al., 1999).

Communications skills found in judging programs are extremely vital solely due to the importance of written and oral reasons (Eversole, 1990). Reasons reflect a student's ability to discuss and defend the evaluations he or she made while placing classes (Rusk & Culp III, 2007). "Students should be encouraged, not discouraged, when giving reasons, and they should gain confidence through practice" (Rusk & Culp III, 2007, p. 19). The main objective of reasons is for students to tell the reasons taker how and why they placed the class as they did (Johnson, 1999). Expert judges should be able to explain clearly and concisely their logic for placing the class the way they did (Johnson, 1999). It has been noted reasons are an effective teaching tool as they force students to think more clearly, improve memory, and make improvements to speaking poise and voice (Johnson, 1999). "Students who master those skills find them useful in many ways for the rest of their lives" (Rusk & Culp III, 2007, p. 19). Moreover, "many leaders in the field of animal science had judging team experience, and they frequently point to the reasons pro-

cess as significant in developing leadership abilities” (Rusk & Culp III, 2007, p. 19).

Rusk and Culp III (2007) agreed reasons should be as pleasant and as encouraging for the competing students as possible, and with practice, confidence should then be gained.

### **Theoretical Framework: Astin’s Theory of Involvement**

When assessing the impact of extracurricular activities during college, a major theme finds when students become involved, they continue to learn and develop outside of a traditional classroom setting (Moore, Lovell, McGann, & Wyrick, 1998). Potential employers also place importance on extracurricular involvement as Albrecht (1994) indicated employers value both strong academic achievement and out-of-class experiences in college graduates. Astin’s theory of involvement is effective in illustrating the relationship of student involvement and learning as it states a direct correlation exists between student involvement and student development (Moore et al., 1998). Furthermore, Heiberger and Harper (2008) indicated: Alexander Astin’s theory of student involvement is widely endorsed as a “straightforward, well-used model in many areas of student affairs work” (Astin, 1984, p. 22).

Astin (1985) noted involvement is very similar to motivation, a construct specific to psychology. Yet, he stated involvement is more than just a psychological state, as it is more easily directly observed and measured (Astin, 1985).

Astin (1984) asserted student involvement is the amount of energy, both physical and psychological, a student devotes to the academic experience. He considers a highly involved student to be one who spends considerable time studying, is active in student organizations, spends much time on campus, and networks frequently with faculty and other students (Astin, 1984). Alternatively, an uninvolved student would put little effort

into studying, refrains from extracurricular activities, spends minimal time on campus, and their time spent interacting with faculty and other students is infrequent (Astin, 1984). But perhaps in simplest terms, Astin (1985) stated the basic foundation of theory is students learn by becoming involved. Astin (1984) refers to five basic virtues in the student involvement theory.

(1) Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination). (2) Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in different objects at different times. (3) Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and day-dreams). (4) The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program. (5) The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (p. 519).

Astin (1993) makes further deductions based on earlier studies that involvement does indeed have beneficial effects on an array of developmental outcomes. Other research shows students who neglect to become involved in organized student activities develop less as active participation seems to be effective in stimulating personal development (Williams & Winston Jr, 1985).

Astin's theory also helped to describe the long-term effects of volunteerism during a student's undergraduate career (Sax, Astin, & Avalos, 1999). The results indicated, student participation in volunteer service as an undergraduate, is positively associated with many cognitive and affective outcomes after leaving college (Sax et al., 1999).

In a study contrasting Astin's theory of involvement with Tinto's theory of student departure, conducted by Milem and Berger (1997), the researchers found collegiate students early involvement during fall semester would lead to subsequent involvement during the spring semester. Furthermore, involvement in organized activities during the fall was a positive predictor in the involvement of these same organized activities during the spring semester. Alternatively, those students who indicated a lack of involvement showed negative perceptions of institutional support as opposed to involved students who exhibited positive perceptions (Milem & Berger, 1997).

## CHAPTER III

### METHODOLOGY

#### **Introduction**

This chapter consists of the methods used by the researcher to conduct this study, including research design, Oklahoma State University Institutional Review Board approval, population, instrumentation, reliability and validity, data collection and data analysis. The methodology was adopted from a similar study completed by researchers at Texas A&M University (Cavinder et al., 2011) with their approval (see Appendix A).

#### **Research Design**

This descriptive study was used to determine the interpersonal and career skills gained by alumni while competing on selected Oklahoma State University judging teams.

#### **Institutional Review Board**

Oklahoma State University policy and federal regulations mandate research studies involving human beings are subject to review before investigation can be initiated. OSU IRB evaluated the study, and modifications were made to the IRB application; these were submitted and approved on January 29, 2013 (see Appendix B). The application number given to this study was AG-13-6

## **Population**

The population for this study included former Oklahoma State University students who had competed on a livestock, horse and/or meat judging team and for whom the OSU Department of Animal Science had mailing addresses ( $N=1,094$ ). The former judging members selected were inclusive to the following years: 1947 to 2012.

## **Instrumentation**

The instrument was designed by researchers at Texas A&M University (Cavinder et al., 2011). The instrument sought to assess the development of interpersonal and career skills gained through competing on an animal science judging team. The instrument contained 26 items. Interpersonal and career skill development was assessed by using summated rating scales. The researchers received permission to use the Cavinder et al. (2011) instrument on September 7, 2012 (see Appendix A).

Demographic items on the questionnaire included six items: sex, year(s) judged in college, event(s) judged in college, year(s) of organized judging team experience prior/during college, current career position.

The fifth item asked the respondents to rate judging experience prior to collegiate judging, the next item asked the respondents if they believed judging provided skills essential for career development or current position, anchored as *Strongly Agree*, *Agree*, *Disagree* and *Strongly Disagree*.

Nine items asked participants to rate the following statements based on their time on a collegiate judging team and how it affected their careers: (a) *I learned the value of hard work and dedication to a common team goal*; (b) *I developed the ability to respect others opinions*; (c) *I learned how to maintain my personal opinion while still being open*



*mindful to the suggestion of others; (d) I developed strong time management skills; (e) I learned how to be self-assertive; (f) My self-esteem was enhanced; (g) I developed a professional public speaking ability which can be used to reach a variety of audiences; (h) I learned to interrelate with a diverse personality group; and, (i) I learned to control my anxiety in stressful situations while maintaining my composure and focus. These were anchored as Strongly Agree, Agree, Disagree, and Strongly Disagree.*

The next set of items asked participants to indicate the how they perceived participation on a collegiate judging team helped to develop their interpersonal skills in eight areas using a summated scale, with *1* being the lowest and *10* as the highest. The items included (a) *assertiveness with others*, (b) *patience*, (c) *ability to work well with others*, (d) *task and goal priority*, (e) *communicating verbally with others*, (f) *confidence in social situations*, (g) *confidence as a leader*, and (h) *confidence with authority figures*.

The final item was an open-ended question asking respondents to list the life skills they learned from a judging team that have been the most useful in their lives and career.

### **Reliability & Validity**

Reliability ensures scores reported from an instrument are both consistent and steady (Creswell, 2012). Alternatively, validity is a larger, broader term that ensures evidence demonstrates the interpretation of the test meets its proposed use (Creswell, 2012). Both of these terms may overlap; yet, they also may be mutually exclusive to one another depending on the situation (Creswell, 2012)

The instrument used in this study was developed at Texas A&M University for a similar study (Cavinder et al., 2011). Validity was tested by a group of industry profes-

sionals to ensure proper interpretation of each question as well as to secure the appropriate questioning for this research idea; through this, face validity was established (Cavinder et al., 2011). Moreover, the survey question categories were reliability tested using Cronbach's alpha (Cavinder et al., 2011). "Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the underlying construct" (Santos & Reynaldo, 1999, p. 2).

Cavinder et al. (2011) confirmed high reliability was achieved in questions regarding judging team involvement or career values and interpersonal skill development, with a Cronbach's alpha of 0.86 and 0.91, respectively.

### **Data Collection**

The researcher followed the Tailored Design Method for the mail survey implementation used in this study (Dilman, Smyth, & Christian, 2008).

An email and local address list of the OSU livestock, horse and meat judging teams was obtained from the OSU Department of Animal Science from June to August 2012. Additional emails and local addresses were collected in June 2012 using electronic mail with a link to Qualtrics.com containing a form designed for former judging team members to update their contact information. After mailing lists were updated and compiled, the instrument (see Appendix C) and introductory letter (see Appendix D) were distributed using U.S. mail on February 15, 2013. The letter stated that by returning the survey the participants were giving their consent for the study.

A follow-up letter (see Appendix E) and the instrument (see Appendix C) were mailed on March 15, 2013. A third and final mailing consisting of the follow-up letter and instrument was sent on April 5, 2013. This final mailing marked the only time a re-

turn envelope was included during this part of the study. Responses collected after June 1, 2013 were not included in this study.

The researcher expected the following frame errors: (a) bad mailing addresses; (b) inactive mailing addresses; (c) and changed mailing addresses. Researcher surveyed the population ( $N=1,094$ ). Due to frame error, 200 former judging team members were removed from the list. Of those,  $n=48$  were additionally removed by University Mailing Services as undeliverable, which resulted in an accessible population of  $n=846$ . It is recommended to select as large of a sample as possible when adjusting for sampling error, the larger the sample the less potential for error (Creswell, 2008). The total respondents for the study were  $n=271$  (35.6%).

To account for non-respondents, 30 former judging team members were contacted via a phone call after the data collection period had ended. To ensure the number of non-respondents is large enough for statistical purposes, Linder, Murphy, and Briers (2001) recommend a minimum number of 30. The website random.org was used to determine which former judging team members would be contacted by phone. Using the Statistical Analyzation Software (SAS), a comparative t-test was used to compare respondents ( $n=271$ ) with non-respondents ( $n=30$ ). The study is generalizable to the population of this study, as no statistically significant differences were present between the respondents and non-respondents. Therefore, the non-respondents were included in the final data set, cumulating in a total respondent number of  $n=301$  (33.7%).

### **Data Analysis**

This study's data were analyzed through SPSS Statistics 18.0 for Macintosh<sup>TM</sup>. Descriptive statistics were used in measuring interpersonal and career skills: frequencies,

mean, median, minimum, maximum, percentages, and standard deviation. Descriptive statistics provide the researchers with information that describes responses to each question while also determining trends and distribution of the overall data (Creswell, 2012). Furthermore a multivariate analysis of variance (MANOVA) test was used to determine differences in statistically significant responses between livestock, horse and/or meat judging teams. “MANOVA takes effect size and measure using the percentage of the variance due to the variable under study” (Creswell, 2012, p. 195). The researcher analyzed open-ended responses and sorted by either career success skill responses (see Appendix F) interpersonal skill responses (see Appendix G). The researcher analyzed responses for current position into separate career field groups as determined by the researcher (see Appendix H).

## CHAPTER IV

### FINDINGS

#### **Introduction**

This chapter provides discussion of the findings of this study. The findings are presented by objective.

#### **Findings Related to Objective 1**

In Objective 1, the researcher sought to determine the effectiveness of OSU animal science judging teams on interpersonal skill development as perceived by former judging team members. Communicating verbally with others ( $f = 300$ ) had a mean of 8.92 ( $SD = 1.37$ ) on the 1 (lowest) to 10 (highest) scale. Confidence as a leader ( $f = 298$ ) had a mean score of 8.81 ( $SD = 1.34$ ); task and goal priority ( $n = 299$ ) had a mean of 8.80 ( $SD = 1.30$ ). Six interpersonal skills had a median of 9 on the 1 to 10 scale. Additional interpersonal skills also are represented in Table 1.

Table 1

*Interpersonal Skills Developed by Judging Team Participation*

Skill	<i>f</i>	Mdn	M	SD
Communicating verbally with others	300	9.0	8.92	1.37
Confidence as a leader	298	9.0	8.81	1.34
Task and goal priority	299	9.0	8.80	1.30
Confidence with authority figures	300	9.0	8.78	1.33
Ability to work well with others	299	9.0	8.61	1.35
Confidence in social situations	300	9.0	8.55	1.47
Assertiveness	300	8.0	8.10	1.48
Patience	300	8.0	7.58	1.74

*Note:* Scale designed as 1 being the lowest in development of skill and 10 as the highest.

Table 2 reports varied scores among the judging teams for task and goal priority. The horse judging is statistically significant ( $p = 0.20$ ) from the livestock judging team and statistically significant ( $p = .003$ ) from meat judging teams for this skill.

Table 2

*Task and Goal Priority MANOVA*

(I)	(J)	<i>df</i>	<i>F</i>	<i>MD (I-J)</i>	<i>SE</i>	<i>Sig.</i>
No Team Indicated (NTI)	Livestock	4	2.8	-.236	.916	.797
	Horse			.420	.945	.657
	Meat			-.518	.926	.576
	Multiple			-.455	.920	.621
Livestock	NTI	4	2.8	.236	.916	.797
	<b>Horse</b>			<b>.656</b>	<b>.281</b>	<b>.020</b>
	Meat			-.282	.207	.175
	Multiple			-.218	.178	.221
Horse	NTI	4	2.8	-.420	.945	.657
	<b>Livestock</b>			<b>-.656</b>	<b>.281</b>	<b>.020</b>
	<b>Meat</b>			<b>-.938</b>	<b>.310</b>	<b>.003</b>
	<b>Multiple</b>			<b>-.875</b>	<b>.291</b>	<b>.003</b>
Meat	NTI	4	2.8	.518	.926	.576
	Livestock			.282	.207	.175
	<b>Horse</b>			<b>.938</b>	<b>.310</b>	<b>.003</b>
	Multiple			.064	.221	.774
Multiple	NTI	4	2.8	.455	.920	.621
	Livestock			.218	.178	.221
	<b>Horse</b>			<b>.875</b>	<b>.291</b>	<b>.003</b>
	Meat			-.064	.221	.774

*Note:* Those items significant at the  $p < 0.05$  are bold.

Table 3 depicts varied scores for confidence in social situations. Meat judging team members were statistically different from livestock team members ( $p = .001$ ) and from members who competed on multiple teams ( $p = .001$ ).

Table 3

*Confidence in Social Situations MANOVA*

(I)	(J)	<i>df</i>	<i>F</i>	<i>MD (I-J)</i>	<i>SE</i>	<i>Sig.</i>
No Team Indicated (NTI)	Livestock	4	3.7	.264	1.026	.797
	Horse			.720	1.058	.497
	Meat			1.073	1.036	.301
	Multiple			.270	1.029	.794
Livestock	NTI	4	3.7	-.264	1.026	.797
	Horse			.456	.315	.148
	<b>Meat</b>			<b>.809</b>	<b>.232</b>	<b>.001</b>
	Multiple			.006	.198	.976
Horse	NTI	4	3.7	-.720	1.058	.497
	Livestock			-.456	.315	.148
	Meat			.353	.347	.311
	Multiple			-.450	.326	.168
Meat	NTI	4	3.7	-1.073	1.036	.301
	<b>Livestock</b>			<b>-.809</b>	<b>.232</b>	<b>.001</b>
	Horse			-.353	.347	.311
	<b>Multiple</b>			<b>-.803</b>	<b>.247</b>	<b>.001</b>
Multiple	NTI	4	3.7	-.270	1.029	.794
	Livestock			-.006	.198	.976
	Horse			.450	.326	.168
	<b>Meat</b>			<b>.803</b>	<b>.247</b>	<b>.001</b>

*Note:* Those items significant at the  $p < 0.05$  are bold.

Table 4 reports scores of statistical difference for confidence with authority figures. Former meat judging team member were statistically different from livestock judging team members ( $p = .020$ ). Former livestock judging team members showed statistically different scores from the horse judging team members ( $p = .031$ ).



Table 4

*Confidence with Authority Figures MANOVA*

(I)	(J)	<i>df</i>	<i>F</i>	<i>MD (I-J)</i>	<i>SE</i>	<i>Sig.</i>
No Team Indicated (NTI)	Livestock	4	2.4	.44	.936	.611
	Horse			1.100	.965	.255
	Meat			.973	.945	.304
	Multiple			.826	.939	.380
Livestock	NTI	4	2.4	-.477	.936	.611
	Horse			.623	.287	.031
	<b>Meat</b>			<b>.496</b>	<b>.211</b>	<b>.020</b>
	Multiple			.349	.181	.055
Horse	NTI	4	2.4	-1.100	.965	.255
	<b>Livestock</b>			<b>-.623</b>	<b>.287</b>	<b>.031</b>
	Meat			-.127	.317	.688
	Multiple			-.274	.297	.357
Meat	NTI	4	2.4	-.973	.945	.304
	<b>Livestock</b>			<b>-.496</b>	<b>.211</b>	<b>.020</b>
	Horse			.127	.317	.688
	Multiple			-.147	.225	.515
Multiple	NTI	4	2.4	-.826	.939	.380
	Livestock			-.349	.181	.055
	Horse			.274	.297	.357
	Meat			.147	.225	.515

*Note:* Those items significant at the  $p < 0.05$  are bold.

In Table 5, selected quotes from former judging team members are included regarding their opinion on the usefulness of interpersonal skills developed while participating on a livestock, horse, and/or meat teams at OSU.

Table 5

*Selected Statements Pertaining to Interpersonal Skills*

Theme	Illustrative Quotes
Ability to work well with others	<p>“Developed friends with common interests.”</p> <p>“The relationships are the most important to me.”</p> <p>“Serving different roles on a team to achieve a common goal.”</p>
Communication	<p>“The most important life skill acquired was communication, to be able to have confidence to effectively speak in front of others.”</p> <p>“Dr. Walters taught me how to complete a sentence when writing reasons and Dr. Totusek taught me how to verbally express myself when giving oral reasons. If not for judging teams I would not have learned these traits.”</p>
Task and goal priority	<p>“With an otherwise busy course schedule, I learned to manage my time more efficiently.”</p>
Confidence	<p>“One of the most useful things judging provides is self-confidence.”</p>

### Finding as Related to Objective 2

Objective 2 sought to determine the effectiveness of OSU animal science judging programs on skills related to career as perceived by former team members. The respondents were asked if judging provided them with skills essentials for career development or their current positions; 68.2% ( $f = 206$ ) of respondents indicated “strongly agree” (see Table 6). Of those, former livestock judging team members had the highest percentage for “strongly agree” at 76.6% ( $f = 98$ ).

Table 6

#### *Judging Provided Skills Essential for Career Development or Current Position*

Team	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Livestock	<b>98</b>	<b>76.6</b>	27	21.0	2	1.6	1	0.8
Horse	<b>17</b>	<b>70.8</b>	7	29.2	0	0.0	0	0.0
Meat	<b>29</b>	<b>53.7</b>	23	42.5	1	1.9	1	1.9
Multiple Teams	<b>62</b>	<b>70.5</b>	25	28.4	0	0.0	1	1.1
Total	<b>206</b>	<b>68.2</b>	83	27.5	3	1.0	4	1.3

For Learned the value of hard work and dedication to a common team goal, 67.5% ( $f = 204$ ) indicated “strongly agree” (see Table 7). For Developed a professional public speaking ability which can be used to reach a variety of audiences, 64.2% ( $f = 194$ ) indicated “strongly agree.”

Table 7

*Career Skill Development by Former OSU Judging Team Members*

Topics	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Learned the value of hard work and dedication to a common team goal	<b>204</b>	<b>67.5</b>	93	30.8	4	1.3	0	0.0
Developed a professional public speaking ability which can be used to reach a variety of audiences	<b>194</b>	<b>64.2</b>	88	29.1	12	4.0	1	0.3
Learned how to maintain my personal opinion while being open minded to the suggestion of others	<b>182</b>	<b>60.3</b>	111	36.8	6	2.0	0	0.0
Self-esteem was enhanced	<b>180</b>	<b>59.6</b>	117	38.7	3	1.0	0	0.0
Learned how to be self-assertive	<b>178</b>	<b>58.9</b>	119	39.4	2	0.7	0	0.0
Developed the ability to respect others' opinions	<b>170</b>	<b>56.3</b>	127	42.1	4	1.3	0	0.0
Learned to control anxiety in stressful situations while maintaining my composure and focus	<b>170</b>	<b>56.3</b>	120	39.7	9	3.0	0	0.0
Developed strong time management skills	<b>165</b>	<b>54.6</b>	122	40.4	11	3.6	1	0.3
Learned to interrelate with a diverse personality group	<b>160</b>	<b>53.0</b>	134	44.4	5	1.7	0	0.0

Respondent quotes regarding the level of influence judging team participation had on their careers are depicted in Table 8. For a complete list of quotes pertaining to career (see Appendix F).

Table 8

*Selected Statements Pertaining to Career*

Theme	Illustrative Quotes
Career Success	<p>“I accredit most of my career skills to livestock judging.”</p> <p>“Exposure to livestock industry leaders enables you to set your career sights higher and accomplish them.”</p> <p>“As a pharmacy technician it helped me to better explain insurance and benefits.”</p> <p>“The experience I received in livestock and meat judging has made my career a success.”</p> <p>“Career with the AQHA would have never happened without my horse judging experience.”</p> <p>“The skills I obtained while on the judging team have allowed me to better serve my family and community. I am really thankful for the opportunity I was given because judging changed my life.”</p>

Table 9 depicts quotes related to decision-making skills. The respondents listed this skill at least 61 times on the open-ended question as an important skill gained by competing on an animal science judging team.

Table 9

*Selected Statements Pertaining to Decision Making*

Theme	Illustrative Quotes
Decision Making	<p>“Analyze a situation quickly, make a decision, and defend the decision.”</p> <p>“Making decisions and sticking with it, analyzing situations systematically.”</p> <p>“The ability to evaluate and make decisions quicker than most people.”</p> <p>“Enhanced all aspects of decision making.”</p> <p>“Ability to defend your position. Ability to think and speak on your feet. Ability to make decisions.”</p> <p>“You missed the most important in your questionnaire, Decision Making. My judging experience gave me an invaluable training in making decisions and in being able to logically defend those decisions. Considering options, selecting the best option thru analysis of all and then deciding. Useful throughout my career and life. Thank You!”</p>

### Findings as Related to Objective 3

In Objective 3, the selected personal characteristics of former OSU judging team members were evaluated.

Regarding sex, 80.5% ( $f = 240$ ) of respondents were male and 19.5% ( $f = 58$ ) were female (see Table 6). Regarding judging team participation among livestock, horse and meat teams, 71.9% ( $f = 217$ ) of respondents competed on the livestock judging team, 26.2% ( $f = 79$ ) were on the horse judging team, and 33.8% ( $f = 102$ ) competed on the meat judging team (see Table 10).

Table 10

*Sex and Type of Judging Team Participation of Former Judging Team Members*

Variable	<i>f</i>	%
Sex ( $n = 298$ )		
Male	240	80.5
Female	58	19.5
Judging Team ( $n = 301$ )		
Livestock	217	71.9
Horse	79	26.2
Meat	102	33.8

*Note.* For judging team, respondents were asked to choose all that applied.

Former judging team members were asked to list years of organized judging team experience both prior to and during college. Years judged prior to college had a mean of 4.09 with a standard deviation of 3.28. The fewest years prior to college were zero and



the most was 14. Years spent on a judging team during college reported a mean of 2.63 (SD = 1.18). The minimum years on a college judging team was listed as zero and the maximum were eight (see Table 11).

Table 11

*Years of Organized Judging Team Experience*

Variable	<i>Min</i>	<i>Max</i>	<i>Mdn</i>	<i>M</i>	<i>SD</i>
Prior to College (n = 289)	0	14	4.0	4.09	3.28
During College (n = 296)	0	8	2.0	2.63	1.18

*Note:* For Judging Team Experience during college, some respondents may have judged for a team less than one full calendar year. Additionally some respondents may have indicated years as an assistant coach as total years.

Current career positions as indicated by former judging team members were separated into separate subgroups. One-hundred-eight respondents (36.2%) listed an industry-related job as their current career field; an additional 26.4% ( $f = 79$ ) are owners and operators of a business. Other career position subgroups are included in Table 12. The researcher determined the groups listed for current position after analyzing each response. For a complete list of current position responses grouped by career field categories see Appendix H.

Table 12

*Career Position Currently Held by Former Judging Team Members*

Variable	<i>f</i>	%
Career Field Sub-Group ( <i>n</i> = 299)		
Industry	108	36.2
Business Owner	79	26.4
Education	56	18.7
Retired	50	16.7
Government	6	2.0

*Note.* Question regarding current career based on open-ended responses.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS & RECOMMENDATIONS

#### **Introduction**

This chapter includes the conclusions, recommendations for future research and practice, implications and discussion regarding this study.

#### **Conclusions**

##### **Conclusions Related to Objective 1**

Based on the findings of this study, former judging team members at OSU perceive interpersonal skill development through livestock, horse and meat judging teams to be very effective. This would support the findings of Rusk et al. (2002), Nash and Sant (2005) and Cavinder et al. (2011) in studies examining other animal science judging programs.

Through judging team participation at OSU, former judging team members learned to communicate better verbally with others, and they gained confidence as leaders, in social situations and with authority figures while learning to be assertive, patient, prioritize tasks and goals, and work well with others. This conclusion mirrors findings by Cavinder et al. (2011).

Notably, however, statistically significant differences existed for task and goal priority, confidence as leaders, and confidence with authority figures among livestock, horse, and meat judging teams. Livestock and meat team members as well as those who compete on multiple judging teams perceived greater skill development for task and goal priority than members of the horse judging team. Livestock judging team members and those who competed on multiple teams perceived greater skill development for confidence in social situations than meat judging team members. Finally, livestock judging team members perceived greater skill development for confidence with authority figures than members of either the horse or meat judging teams.

Former animal science judging team members perceive communication skills as improved the most by competing on judging teams; this conclusion would support findings by Eversole (1990) regarding oral and written reasons.

Ultimately, the effectiveness in developing these interpersonal skills supports the Astin (1993) theory of involvement, which states extracurricular activities have a beneficial effect on a variety of developmental outcomes.

### **Conclusion Related to Objective 2**

Through animal science judging team participation at OSU, former judging team members on livestock, horse, and/or meat judging teams learned the skills needed for career development and for their current positions. This finding agrees with previous research by both Cavinder et al. (2011) and Davis et al. (1991). However, former meat judging team members did not feel as strongly about this career preparation when compared to the other teams for career skill development.

Judging team members developed strong public speaking skills while learning to work together as a team. Former judging team members also indicated decision-making was highly developed by participating; this would support findings by Phelps and Shanteau (1978). Based on the responses of former judging team members, their career success was influenced positively by judging team participation at OSU.

### **Conclusions Related to Objective 3**

The average judging team member at OSU is a male who competed on the livestock judging team and whose current career field is in private industry. He had four years of experience prior to college competing on an organized judging team with three years of collegiate judging team experience.

### **Recommendations for Practice**

Based on the conclusions that animal science judging teams assist in skill development of students, the animal science department at Oklahoma State University should continue to promote, support, and ensure the long-term success of livestock, horse and meat judging teams. The interpersonal and career skills gained by competing help to better prepare students for their future careers after graduating from OSU.

The OSU judging team coaches should continue to guide students to not only compete at the best of their ability, but to also strive for excellence in academics, student organizations and other leadership opportunities.

### **Recommendations for Future Research**

Subsequent studies regarding life-skill development found through judging teams should continue to be conducted at OSU and at every other university and community college with an animal science judging team program. Furthermore, data comparing each

of the teams individually to one another should be included to portray a more accurate vision of what each judging team is proficient in providing to its former participants. Moreover, dairy, wool, poultry, and meat-animal evaluation judging teams should be considered in further research.

The questionnaire used for this research should be modified to include identical scales in regard to questions. Further, reliability and validity testing should be ensured as increased clarification is needed in regard to certain personal characteristics questions. A more extensive content analysis should be conducted on open-ended responses.

The aspects of critical thinking and problem solving should be examined more closely, specifically with OSU judging team students. Perhaps a study comparing students who do not compete on judging teams to judging team members in terms of academic performance, interpersonal and career skill development, job placement or other relevant areas should be conducted.

### **Implications & Discussions**

The vast majority of former judging team members were in strong agreement concerning the development of all skills included in the study. How can judging team programs continue to develop these skills? Furthermore, what is the measured influence and overlap of other college experiences in the development of these skills? Alternatively, statistically significant differences found among the three teams concerning task and goal priority, confidence in social situations and confidence with authority figures. What factors contributed to this variation among teams? Former judging team members were grateful for the career development they gained through competing. Did participating in

this activity give them an upper hand in gaining employment? Do former judging team participants in management positions prefer to hire judging team students?

As a former livestock judging participant and coach, I realize an unintentional bias had the potential to influence some aspects of this study, but I am austere in my belief that all animal science judging teams can contribute positively to a fulfilling collegiate experience. As shown by this research, animal science judging teams provide students with essential interpersonal skill development and allow them to network with an array of industry professionals. Yet, the advent of budget cuts has led to the dissolution of such teams at community colleges and universities across the nation.

Universities with competitive judging teams actively draw ambitious, motivated, and highly energetic agricultural students to their programs. Thus, judging teams act as a living advertisement for the university when it comes to recruiting these outstanding young individuals. Former judging team members from OSU have left a substantial mark not only in agriculture but also in other industries. Their example should be used as a benchmark for which current and future judging team members constantly strive.

Consumer demand, advances in technology, and profitability dictate the type of animals raised in production agriculture. Because of this, the next generation of judging contests must continue to adapt with the industries involved. Contest officials should always strive to pick the “ideal” animal for top pair consideration, not what’s necessarily “popular” in the show ring, as the show ring does not always reflect consumer demand or what’s practical to raise. Furthermore, the next generation of contests should make challenging students’ skills regarding mathematic and scientific principles a high priority, while still mimicking real-world scenarios and situations.

An animal evaluator understands genotype and environment work in a symbiotic relationship, which thus forms an animal's resulting phenotype. Advances in animal genetics have given a level of predictability unimagined 100 years ago. Yet, the importance of animal evaluators can never be discounted. Objective traits can be measured and quantified; subjective traits cannot. The animal evaluator takes these multiple variables, weighs them together, and forms a pragmatic decision. If contest officials and judging team coaches continue to adhere to these basic principles, then practical, application-based learning can endure for many years to come while also ensuring its relevance and long-term stability as an effective teaching tool.



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## APPENDICES

### APPENDIX A

#### Questionnaire Approval Email

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**From:** Clay Cavinder <[cac@tamu.edu](mailto:cac@tamu.edu)>  
**Date:** Friday, September 7, 2012 10:04 AM  
**To:** Shelly Sitton <[shelly.sitton@okstate.edu](mailto:shelly.sitton@okstate.edu)>  
**Subject:** <no subject>

Attached is the survey we discussed. The online version of the survey was exactly the same. If you need anything else or want to discuss anything just holler!

Nice talking to a fellow Poke!

Clay Cavinder, Ph.D., PAS  
Associate Professor and  
Horse Judging Team Coach  
Department of Animal Science  
Texas A&M University  
(979) 458-2967  
[cac@tamu.edu](mailto:cac@tamu.edu)

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## APPENDIX B

### Institutional Review Board Approval

#### Oklahoma State University Institutional Review Board

Date: Tuesday, January 29, 2013  
IRB Application No: AG136  
Proposal Title: Communications and Professional Skills Gained from Competing on an Oklahoma State University Judging Team  
Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 1/28/2014

Principal Investigator(s):

Clinton Mefford	Shelly Sitton
448 Ag Hall	448 Ag Hall
Stillwater, OK 74078	Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI, advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

  
Shelia Kennison, Chair  
Institutional Review Board

## APPENDIX C

### Questionnaire

11. For the following interpersonal skills, indicate how much you feel participation on a collegiate judging team helped to develop your abilities in the following areas: (1=low, 10=high)

	LOW										HIGH
Assertiveness with others	1	2	3	4	5	6	7	8	9	10	
Patience	1	2	3	4	5	6	7	8	9	10	
Ability to work well with others	1	2	3	4	5	6	7	8	9	10	
Task and goal priority	1	2	3	4	5	6	7	8	9	10	
Communicating verbally with others	1	2	3	4	5	6	7	8	9	10	
Confidence in social situations	1	2	3	4	5	6	7	8	9	10	
Confidence as a leader	1	2	3	4	5	6	7	8	9	10	
Confidence with authority figures	1	2	3	4	5	6	7	8	9	10	

12. Specifically list the life skills you learned from a judging team that has been the most useful in life and your career.

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Thanks for assisting with this research! Please return your completed questionnaire to  
 Clint Mefford  
 Department of Animal Science, 109 ANSI, Stillwater, OK 74078  
 or you may scan and email to [clinton.mefford@okstate.edu](mailto:clinton.mefford@okstate.edu) or fax to 405-744-5176.



Life Development and Communication Skills  
 Gained from Competing on an  
 Oklahoma State University Judging Team

## Questionnaire

Clinton Mefford  
 Candidate for Master of Science

Shelly Peper Sitton, Ph.D.  
 Faculty Chair



A need exists to know the impact Oklahoma State University's judging programs have had on developing communications and professional skills in former team members and how they have used these skills since leaving the activity. The purpose of this research is to evaluate the perceived impact Oklahoma State's judging programs have had on the development of both communication and professional skills of past judging team alumni. If the you choose to participate, this questionnaire should take **15 minutes or less**.

1. Circle one, please:      Male      Female      Prefer not to answer
2. Year(s) judged in college: \_\_\_\_\_
3. Event(s) Judged in college:      Horses      Livestock      Meats
4. Please indicate your years of organized judging team experience;  
Prior to college \_\_\_\_\_ During college \_\_\_\_\_
5. How would you rate yourself in your overall judging experience prior to collegiate judging? Circle best fit below.  
  
Novice                      Intermediate                      Advanced
6. Do you currently judge events?              Yes              No
7. What is your current career position? (i.e. teacher/professor, own a business, management, sales, breed representative, etc.)  
\_\_\_\_\_
8. Judging provided you with skills essential for your career development or current position. (Circle one)  
  
Strongly agree      Agree      Disagree      Strongly Disagree
9. If you feel that judging did not provide you with enhanced job/task related skills that you have used in your working environment, please indicate why this may be true.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Please rate the following statements concerning your time on a collegiate judging team and how it has affected your career:

SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree.

a. I learned the value of hard work and dedication to a common team goal.	SA	A	D	SD
b. I developed the ability to respect others' opinions.	SA	A	D	SD
c. I learned how to maintain my personal opinion while still being open minded to the suggestions of others.	SA	A	D	SD
d. I developed strong time management skills.	SA	A	D	SD
e. I learned how to be self assertive.	SA	A	D	SD
f. My self esteem was enhanced.	SA	A	D	SD
g. I developed a professional public speaking ability which can be used to reach a variety of audiences.	SA	A	D	SD
h. I learned to interrelate with a diverse personality group.	SA	A	D	SD
i. I learned to control anxiety in stressful situations while maintaining my composure and focus.	SA	A	D	SD

## APPENDIX D

### Introductory Letter

Introductory letter text:

Greetings! As a former judging team member, you have been selected to participate in a research project titled "Life Development and Communication Skills Gained from Competing on an Oklahoma State University Judging Team."

The purpose of this questionnaire research study is to determine selected characteristics former judging team members have gained after competing. If you choose to participate in this research study, you will be asked questions about your experience with an OSU horse, livestock and/or meat judging team as well as selected academic and personal characteristics to aid in research analysis.

The amount of time to complete the survey will be approximately 15 minutes or less. By completing and returning this survey, you are giving your consent to participate in this study. You may send your response by mail to the address provided. **Your immediate response would be appreciated greatly.**

You may choose at any time to withdraw from the study without penalty. The risks associated with this project are not greater than those ordinarily encountered in daily life. Your responses are voluntary, and they will be treated with confidentiality. Your address was included via the Oklahoma State University Animal Sciences judging team alumni database.

Data will be stored in electronic files accessible only to the investigators using password-protected computers. Initially, names will be listed with a code number to avoid re-contacting those who have already responded to the questionnaire. To ensure confidentiality, your name will be removed as soon as data are analyzed.

We would appreciate your assistance with this survey. If you have any questions or concerns about this project, please contact Clint Mefford, M.S. Student, at 541-778-0846 or [clinton.mefford@okstate.edu](mailto:clinton.mefford@okstate.edu) or Shelly Sitton, Professor, at 405-744-3690 or [shelly.sitton@okstate.edu](mailto:shelly.sitton@okstate.edu). If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu).

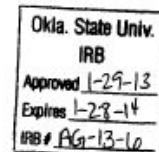
Investigators: Clint Mefford, M.S. Student; Shelly Sitton, Professor

Sincerely,

Mark Johnson  
Associate Professor  
Livestock Judging Coach

Gretchen Mafi  
Associate Professor  
Meat Judging Coach

Steven Cooper  
Associate Professor  
Horse Judging Coach



## APPENDIX E

### Follow-up Letter

Follow-up letter text:

Hello! Recently, you received a letter asking for your opinions of your OSU Judging Team Experience.

This research project, titled "Life Development and Communication Skills Gained from Competing on an Oklahoma State University Judging Team," is designed to determine selected characteristics former judging team members have gained after competing. If you choose to participate in this research study, you will be asked questions about your experience with an OSU horse, livestock and/or meat judging team as well as selected academic and personal characteristics to aid in research analysis.

The amount of time to complete the survey will be approximately 15 minutes or less. By completing and returning this survey, you are giving your consent to participate in this study. You may send your response by mail to the address provided. **Your immediate response would be appreciated greatly.**

You may choose at any time to withdraw from the study without penalty. The risks associated with this project are not greater than those ordinarily encountered in daily life. Your responses are voluntary, and they will be treated with confidentiality. Your address was included via the Oklahoma State University Animal Sciences judging team alumni database.

Data will be stored in electronic files accessible only to the investigators using password-protected computers. Initially, names will be listed with a code number to avoid re-contacting those who have already responded to the questionnaire. To ensure confidentiality, your name will be removed as soon as data are analyzed.

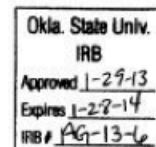
We would appreciate your assistance with this survey. If you have any questions or concerns about this project, please contact Clint Mefford, M.S. Student, at 541-778-0846 or [clinton.mefford@okstate.edu](mailto:clinton.mefford@okstate.edu) or Shelly Sitton, Professor, at 405-744-3690 or [shelly.sitton@okstate.edu](mailto:shelly.sitton@okstate.edu). If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu).

Investigators: Clint Mefford, M.S. Student; Shelly Sitton, Professor  
Sincerely,

Mark Johnson  
Associate Professor  
Livestock Judging Coach

Gretchen Mafi  
Associate Professor  
Meat Judging Coach

Steven Cooper  
Associate Professor  
Horse Judging Coach



## APPENDIX F

### Statements Pertaining to Career Skills or Success

#### DEDICATION TO COMMON TEAM GOAL

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“Teamwork and Dedication, responsibility, critical thinking, assessment, team work, decision making, goal direction, career building, writing and speaking skills.”

The true value of teamwork and a little time management.

“Work hard for success.”

“Being accountable to yourself as well as your teammates, goal oriented, public speaking and self-confidence.”

“Value of hard work and dedication.”

“I learned the importance of dedicated team effort; I learned to identify my beliefs and to express them in a brief amount of time. With an otherwise busy course schedule, I learned to manage my time more efficiently. I gained some life long friends.”

“How to develop a teamwork attitude with people of differing backgrounds and personalities. Evaluation differences, putting reasoning down on paper in a logical flow multi tasking, respecting differing opinions.”

“Competitive, Commitment.”

“Teamwork, assertiveness, patience.”

“I learned what teamwork meant and how it felt to accomplish something when you knew that your dedication and effort had contributing to achieving a goal. I also learned that sometimes no matter how hard you work, that it just wasn't meant to be.”

“The ability to work with others and the ability to learn to speak on your feet and make professional decisions.”

“I feel like that the most useful and beneficial skill I improved upon was working as a team as well as listening to others opinion while still maintaining my beliefs .I also feel I learned to take constructive criticism a lot better and remember that it helps to get feedback on what you are doing.”

“The ability to work as a team even when there may be personality or opinion conflicts. We had to be patient with all team members and get along as we were confined in a van or other small spaces for days at a time.”

“Taught teamwork, living for the moment.”

#### RESPECTING OTHERS OPINIONS

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“The judging team was one of the best skilled learned, It helped me respect other peoples judgments. I find myself still using many things I learned from the judge merit.”

“Open mindness and respect for others opinions.”

“I didn't agree with all yet I respect others opinion, thankfully I was only.”

“Patience with others, respect others opinions, time management, public speaking.”

“Being able to listen to others opinions while keeping an open mind and to listen to both sides of an issue.”

## TIME MANAGEMENT

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“Organization and time management.”

“Responsibility, Time Management and Respect for others.”

“Everything just looked above plus along with time management, take on challenges, be a winner, self worth, oh yeah functioning with little sleep.”

“Time management and planning, reasons-public speaking and confidence, working with young people and problem solving, people skills and getting along with others, hog judging as I was not raised around them and they are very different from cattle, horses and sheep.”

“Time management. The ability to make a decision in a timely manner, the ability to react to any situation.”

“Time management, trainer, coaching skills competitiveness, organization of skills, application of knowledge to real world requirements, personnel interactive skills, systematic learning skills.”

“Time management, setting goals and hard work ethic.”

“Ability to focus on academic studies earned bs, ms and phd degrees, sharpened flexibility and sense of humor in challenging situations, enhanced abilities to quickly analyze situations, pay close attention to details and formulate convincing strategies for defending decisions. Developed ability to quickly think on feet, developed abilities to write convincing funding proposals, developed abilities to successively and proactively cope with frustrations and failures, enhanced abilities to write convincing funding proposals, increased awareness and value of learning from successful people / respect for competitors in all endeavors, enhanced ability to problem solve and survive in military battlefields, how to be a good friend with others, teamwork and empathy for others, ability to coach others, how to interact effectively with people of other countries, respect for all animals.”

“Time management, networking, concentration and focus, teamwork.”

“Organization (thoughts and tasks), time management, critical thinking, industry education and logic, written communication, money management, traveling (maps, money, hotels, meals, how to compete.”

“Perform under pressure, time management. Comfort with Travel, appreciation for geographic regions. Self confidence goal setting, fiscal responsibility, communication skills: oral and written, decision making / importance of trust and friendships / work ethic pays off.”

“Time management was a very important skill I improved dramatically. The ability to think quickly and establish credible reasons to defend a position of thought or opinion that I developed.”

“Time management, communication skills.”

“Time Management, decision making skills, written communication skills. The ability to prioritize.”

“Time management, priorities, goals, objectives, communication skills, written and oral.”

“Time management and communication with others.”

“To take time to thoroughly evaluate situations instead of sharp judgment.”

## PUBLIC SPEAKING

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“Speaking ability, speak with confidence, process of elimination in decision making / breeding selection, how to play pitch, ask Mark Johnson.”

“Public Speaking” (4).

“Improved public speaking in small and large groups, critical thinking and evaluation, ability to learn how to interact with those with strong different from your own preferences, develop pride for the organization you represent.”

“Public speaking, animal evaluation and genetic selection, hard work, time management.”

“Public speaking, especially to people who are well known in the field, self confidence.”

“Public Speaking plus articulation and argument structure. Recognizing individual contribution to team, best development of team does not always equal best development of individual, impact of quality of leader/coach on success.”

“Public speaking, organization of thoughts and ideas, ability to express ideas both verbally and on paper, ability to defend ideas without being offensive.”

“Ability to select animals that will work well in my breeding program, ability to speak knowledgeably about the livestock industry.”

“Being able to stand up in a group and express my opinion with confidence. Having patience and respect for others. Ability to visit with others that don't have an agriculture background. Don't have any problem making decisions. Listen to another person's opinion with respect. Stand up for what you believe.”

“Speaking in Public / Dealing with other people.”

#### INTERRELATE WITH A DIVERSE PERSONALITY GROUP

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“Introduced to diverse operations, people and students.”

“In my profession and with many others, its all about marketing- "its not always what you know, its who you know". 23 years after, I sell a sale once a year for 2 team members and 1 is my business attorney. I'm also in close contact with most of the others.”

“The contacts gained from judging are lifetime contacts and it helps you realize that the market place is ever-evolving and need to adjust your specs accordingly.”

“Critical thinking, decision making, time management and efficiency, consideration of others and respect, lasting friendships and relationships, realizing one could learn , observe, analyze, evaluate, make decision, justify and articulate.”

“Lifetime Contacts and ability to react in stressful situations, logical thinking, make decisions.”

“Networking was a very valuable component of my judging experience. Of course it was also great to learn more about the various livestock industries and production. I absolutely loved being on the judging team- GREAT Experience. Also, judging gave me a purpose-it gave me something to get really good at and to be proud of.”

“Judging helped me to: Work for a team goal, make efficient use of time, think on my feet, function under pressure, relate better to other people, accept loss w/o discouragement, be familiar w/ all classes of livestock, travel to many states, have knowledge of meat cuts and quality, develop a brotherly bond with team members and coaches, think of my alma mater with a very strong sense of love, pride satisfaction and confidence.”

“Exposure to livestock industry leaders enables you to set your career sights higher and accomplish them. Judging state national and international livestock shows (primarily cattle) enhanced achieving my goal in life. Being a Sr. College Ls. Judging Coach was very rewarding experiences that was made possible by FFA and college L.s judging team experience.”

“Relationships, travel experiences. Meeting leaders and influences, self-confidence. Opportunity to interact with high quality important people, defend decisions, broaden my horizons.”

“The interaction with influential livestock producers across America. It allowed me to make friends and meet people all across the United States. It allowed me to coach our county 4-h livestock judging team for 26 years. The hundreds of youth that were influenced is the biggest benefit to my judging at OSU. My ability to positively influence other peoples lives.”

“The ability to work with people. The ability to get people bought into a specific idea. The ability to deal with people with all kinds of backgrounds as well as beliefs. It help me to be confident when the time came to sell a idea or project.”

“Developing friendships, express my opinion, maintain contacts with team members confidence in my decisions, contacts made with various people, leadership skills, work ethic, honesty, accept different opinions.”

“Meeting and interacting with others, communication skills, evaluation of livestock develop life-long relationships.”

“Networking. Life long friendships.”

“Ability to meet and relate to new acquaintances”.

“Meeting and working with future livestock leaders, learning to select livestock that are profitable on a ranch and on a rail.”

“Meeting a diverse group of people through all of the workouts you go to.”

“Simply put it was the importance of relationships and networking. Judging set me on a path of interacting with other livestock professionals, which I still use today. I could have never made career of my hobby without the livestock judging team experience.”

“Networking and developing friendships is by far the single most important life skills that judging provided me. The networking that was developed in college has been critical to my successful business.”

“It is not a life skill, but the relationships are the most important to me.”

“Really close friendships, gained a lot of confidence.”

“Lots of contacts.”

“Share and visit with people.”

#### STATEMENTS PERTAINING TO CAREER OR LIFE SUCCESS

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“Became a student at Murray State Ag College 1956. Judged at Fort Worth and Houston as a freshman, High Individual in reasons and hogs and high individual overall in spring of 1957 judged sophomore year. Transferred to OSU in fall of 1958. I was on Dr. Totusek team at Denver in spring of 1959. Also worked some as student assistant. I was employed at the Beef Barn and assisted as student worker when j.teams came to work at OSU.”

“Livestock Judging has helped in my work in various farm organizations, it has also helped in leadership and working with others in co., state and national groups. You have learned to develop the ability to make decisions and explain why you made such choices. Plus we were able to be associated with an outstanding group of young men and ladies from all over the USA, You also maintain these fellowships for life!”

“Ability to judge and integrate yields and yield grades etc in packer cattle. The value of the beef industry and carcass evaluation from Dr. Walters. Learned a great deal from Dr. Walters at the meat lab. Evaluating beef carcasses and delivering to the dorms.”



“It has been 52 years since I was a member of the OSU Sr. Judging Team, I owe so much of my later superintendent and ag teacher skills to Dr. Totusek because he shared interest in a poor country boy and helped me gain confidence in myself.”

“Evaluation process: I learned that one must make decisions in a timely manner. In ones career and life opinions need to be backed up by reasons in order to have accountability. Judging and verbal reasons for decisions made provided great experience in this regard. Relationships: Through being a team member i developed life long friendships with my peers and judging team coach. Work Ethic: To succeed one has to be willing to devote the time and study. A successful college level judger enhances their work ethic needed in life to succeed.”

“Learning to trust my opinion and instinct and then act upon it was key to a successful career. Speaking in front of a group or just one person and giving ones opinion and then discussing why it is right and prudent to follow my recommendations is I learned a good set of skills and was helped with my self esteem in my judging days.”

“Even though I was the least experienced on my team- hard work and perseverance paid off. In self-esteem and knowledge of horses, which has helped me immense in my career profession.”

“Agriteacher at Beaver, 1964 Beaver FFA Livestock team. Won state and national ffa livestock contest, judge several county and local shows.”

“After my bs degree in ANSI at OSU. I stayed on for a masters and Phd degree at OSU. Dr. Walters was my major professor and he turned meats team coaching over to me from 1965-1967. Coaching and going to grad school was a load but I managed. After I finished my Phd and spent 2 years in the army having been commissioned in 1963. I spent one year in a army research facility and one year in Vietnam. In 1970 I interviewed at Washington state for a meats teaching and research position and was hired. I spent 36 years on the faculty. Judging team participation lead to my career path and I shall forever be grateful.”

“Ability to Evaluate livestock has had significant impact on my personal profession, Ability to make sacrifices for the greater good of a common team/group goal. Responsibility, Personal Accountability, Self-Confidence, Oral Communication, Power of Observation.”

“I worked as Ranch Manager for 15 years. Showed and sold cattle- helped with selection of show cattle. I also judged shows across USA and Canada, I’m now an auctioneer- speaking skills are very useful.”

“Having Dr. Tot as a role model throughout my career has indeed been rewarding please give him my best.”

“The skills I obtained while on judging teams has allowed me to better serve my family, community and such. I am really thankful for the opportunity it has changed my life.”

“The judging experience gave me the ability to assess a situation, think through the pros and cons of different possible outcomes and make an informed decision. It also gave me the verbal tool box in which to relate my decision to others in a credible way by making decision and standing

behind it. The judging team experience also taught me how to make contacts within the livestock industry and business community in order to network with these leaders to improve myself and my profession. Absolutely the most useful experience I ever had!”

“Justification comes with each phase I have had. Worked with breed associations with EPDs, I helped coach 2nd at Ft Worth in 53, 8th at in 1954.”

“I accredit most of my career skills to livestock judging. With helping kids with their ffa projects, livestock judging has been greatly used. In training livestock judging teams to 2 state titles and national recognition, I accredit livestock judging and in my professional livestock career. Livestock judging has led me to be able to judge all over the country. State fairs at Iowa, Illinois, Indiana, Missouri, Louisiana, California, Texas and Ohio, SALE gilts and barrows, Ft. worth barrows, Denver barrows WJSA summer spectacular, several others. Livestock judging was the most important activity I took in college.”

“Scientific development, professional expertise, interpersonal skills, professional confidence, writing ability and skills, speaking ability enhanced, financial rewards, salary enhancement, research management, professional advancement.”

“Having been a member of a judging team got me my first job out of college at AQHA those that hired me were former OSU judging team members. They called OSU and wanted a judging team member for an open position and Dr. Kropp recommended me. I later became Director of Judges for AQHA and that would have never happened without my judging team experience.”

“Ability to work well with others. Confidence as a leader. Confidence with authority figure. Patience. I developed strong time management skills. The skills I developed from judging gave me the opportunity to keep the banking job for 40 years. I was also on the Noble County Fair Board for 50 years because of my skills and leadership.”

“A pathway to a successful career.”

“My life changed after the Korean War. I ended up with post traumatic stress, that plus the Marine corp changed my standing and my life.”

“1. Leadership: a. served as a director of American Yorkshire association. b. 6 years on board of American Gelbvieh association and 3 years as president. c. Served as building committee of church. d. served as administration board chairman of two different churches. 2. I have owned 2 different herds with national implications. 3. I have helped my son with his angus herd.”

“Communication, teamwork, cooperation. I used to be a 4-h extension agent and the knowledge I had from judging carried out into my work with kids and teaching them industry knowledge reasons and confidence.”

“The judging team experience simulated a working professional environment where you are surrounded by outgoing, strong minded individuals who were all working towards a common goal which was to receive contest trophies while not allowing the individual competition from becoming a distraction driving a wedge between team members. The public speaking, gaining confi-

dence and visiting places I'd never seen before were all very important. Several self-imposed boundaries were lifted because of the judging team.”

“Combined class knowledge and able to apply logically to real life, able to recognize quality livestock which helps me in my business ,public speaking, confidence, network with people due to people I have common interest with today, give back to the community.”

“The most important skill I learned was public speaking from oral reasons on the horse judging team. I have addressed diverse groups from all walks on a one on one basis as well as in large groups. From hourly employees to upper management as well as international visitors. I also learned written skills by working out on the junior meats team, This has allowed me many opportunities to advance myself. Team work and leadership were skills learned that have been useful in all my positions.”

“I have enhanced my ability to see livestock and this will help me in my career as I move forward in the agriculture industry, on top of this, I have furthered my communication skills while learning the true value of hard work and dedication.”

“Prior to working full time on the family farm. I worked for 6 years in food safety. I know my experience on the collegiate meat judging team was one of the reasons I got my first job as a state meat inspector. One of the main things I learned was how to prioritize items in decision making and then to be able to explain decision.”

“Stay calm in stressful situations, think on your feet, you want to win-a contest or a job.”

“Hard work, public speaking, persuasive talking, selling. Has made me a persuasive leader, confidence. Judging was the single most important experience I had in college that has made me the success I am today.”

“Invaluable experience in dealing with others especially helpful in sales. Have to know how to educate about what you are selling but have to be sure of the product you are selling, judging team participation was required of my high school age children and has had an impact on her life too.”

“Judging enhanced my life and choices I have made in career and life. It opened doors and provided opportunities that would have not otherwise existed. I have utilized my judging skills everyday in same form. It is one of the most important things that has directly affected my life.”

“Judging impacted my life in more ways than I could have ever know, and opened doors that I never could have imagined. I learned reasoning and logic under pressure, among other things. I wouldn't trade my judging experience for anything.”

“Make decisions and then be able to justify those decisions. Really important for business.”

“Livestock eval., and meat eval., has been a large part of my career job aided by my college judging experience. All throughout my career I have been involved in breeding animal selection in which my judging was absolutely necessary. Even if most of the animal science students at OSU did not participate on a judging team they got a lot of experience in their b.s. program. Although I

did not participate on the livestock judging team, one of my first career jobs was coaching a livestock judging team at Murray state. I also directed the FFA judging contests at Murray state and panhandle state. At panhandle state I taught a course in meat evaluation, classification and grading, coached a meat team and coached a meat animal eval., team. The experience that I received in livestock and meat judging has made my career a success.”

“Every life skill you have mentioned.”

“Communicating with others, confidence, confidence with authority figures, ability to work well with others, respecting others opinions, time management, hard work ethic.”

“I feel all the interpersonal skills listed above have been extremely useful in my life and career. The ability to make decisions and be able to justify them and convince others that you are correct is necessary in just about any endeavor. My judging career lasted about 30 years, I judged mostly beef cattle at dozens of major shows across the country and have felt blessed to have been asked to do so.”

“Always wanting to improve whether it is livestock or vehicles, house, equipment. Wanting to get ahead in a lot of aspects of life. However you can become to judgmental about a lot of things in life.”

“I graduated from Mountain View Oklahoma high school in 1950. The belt buckle picture I won in a Cameron college judging contest as a freshman. You could say that this encouraged me to be a good judge of livestock. This also and my ag teacher also encouraged me to attend OSU.”

“Giving reasons helped me to develop my skill in determining what is most and least important.”

“The most influential activity I ever participated in. Especially with oral reasons and decision making.”

“Most important activity in my life.”

“Senior College much more enjoyable than junior college.”

## APPENDIX G

### Statements Pertaining to Interpersonal Skills

#### ABILITY TO WORK WELL WITH OTHERS

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“Ability to deal with others in situations when my opinion may have not been the favored opinion. Learning to deal with multiple attitudes and personalities for long periods of time together.”

“Working as a team for a common goal. Relationships a person develops and how that follows.”

“Teamwork, serving different roles on a team to achieve a common goal. Persuasive writing, Have fun! Whatever and wherever you go! Team representing the university, rather than look at me. Analytic skills and making sound, reasoned and quick decisions, #1,4 and 6 help me everyday.”

“Interacting with others to accomplish goals, time management, and communication.”

#### COMMUNICATIONS

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“Communication, ability to remember livestock, networking, selecting herd bulls and replacement females, judge Cattle Shows.”

“Communication with others- actually knowing a good cow from a poor one, very helpful as a cattle breeder. Also very helpful when photographing cattle. Being able to see differences in everything that surrounds a business as well as accounting. With decision making and memory.”

“Communications the best along with self-discipline, self-confidence, critical thinking.”

“Being a leader and communication as I would normally be quiet and more to myself.”

“Communication, break down situations and prioritizing, confidence, problem solving.”

“Interview skills, ability to think and speak quickly and clearly, respect for others, analytical skills, value in finding positive in less desirable.”

“Communication skills, ability to work under pressure.”

“Organizing a presentation, speaking before a group, write computer excel spreadsheet to rank carcasses, evaluation skills for co/ dist carcass contest judging, coaching skills for county/district meats judging, training youth of youth, ability to organize and conduct county/district meats contest.”

“Keener power of observation Quick Decision making, Improved written communication-meat judging, Improved oral communication-Livestock Judging, Improved leadership skills.”

“Organizing communication skills and continually learning also learning from mistakes / teamwork and speaking and writing skills.”

“Communication and Time Management, Responsibility, Team Work, Organization. Speaking clearly and effectively. How to be precise.”

“Communication with others. Ability to speak in front of people and not have anxiety about it.”

“Communication Skills, decision making skills, group skills.”

“Writing and grammar, penmanship, communication skills oral and written, teamwork, time management, decision making, problem solving, organization, respect, responsibility, goal setting.”

“How to communicate, take responsibility and make decisions.”

“The most important life skill acquired was communication. To be able to have confidence to effectively speak in front of others. In my profession of sales and people management all of the skills in this questionnaire are very important. To be able to listen and motivate others you must have the confidence in whatever it is you are doing as well as be open minded to the needs of others to better support/mentor them.”

“Being able to communicate clearly and assertively to a diverse audience. Evaluating livestock properly while enhancing confidence while selecting them.”

“Communication Skills, Industry Contacts, Confidence.”

“I think the fact that you had to listen to your coach because he had the experience and knowledge of what to do in certain situations. From that experience I learned to lean on other cattlemen and farmers to pick their minds as the best way to manage my operation. I was blessed to have Dr. Walters and Dr. Totusek as coaches. Dr Walters taught me how to complete a sentence when writing reasons and Dr. Totusek taught me how to express myself verbally when giving oral reasons . Had it not been for judging teams I would not have learned these traits they have taught me.”

“Communication skills at all levels (Listening, speaking, writing and personal touch). Diagnostic view of problem solving, ability to think on my feet. Rationalization w/ perceived evidence for all issues. Self-confidence with grace and respect and professionalism. Classy and respective consideration for others (empathy). Team spirit and collaboration. "Pride"- Riding for the brand.”

“Organized Writing (Reasons).”

“1. Ability to analyze and properly verbalize the economically important livestock traits and knowledge. 2. Confidence and knowledge needed to successfully assist p.b. livestock producers in selecting advertising and purchasing marketing beef cattle 3. Honed skills to remember individual animals and groups of animals over time and speak of them with accuracy.”

“Communication, make decisions quick defend my decision, confidence, self esteem, leadership training.”

“Communication, verbally, reasoned judgment based on observations. Attention to detail, not memorization, but a working memory, professional appearance and presentation, flexibility in situations, analytic thinking.”

“Communicating in a well thought out, clear but detailed manner. Judging skills have helped develop speaking and written communication skills more than English or public speaking class.”

“Communication, delivering opinion in a detailed, professional manner.”

“The ability to quickly and in an organized manner present my thoughts and ideas to a group of people.”

“Thinking on your feet. Being able to negotiate and express your side and communicate your reasons in a compelling manner, I learned a great deal about life in general by spending long van rides with a great group of people and a great coach.”

“Communication, stress management, decision making, public speaking.”

“Ability to talk to other people.”

“Verbal communication, confidence and consequences of actions.”

“Communicating with diverse groups, public speaking, time management.”

“Writing clearly and organizing my thoughts and decisions in a manner which communicate to the reader my standpoint. Making a decision and justifying it with evidence even if it is a different from another persons viewpoint. Do not over exaggerate a fact. Always acknowledge the good characteristics.”

“Communications, persistence, excellence, management.”

“Communication, respecting others, strive to be the best, strong work ethic.”

“Before I had a hard time getting in front of a group, after giving reasons to many different people. I am now more able to do that.”

“Oral Communications, decision making, confidence, time management.”

“Help me overcome fear of public speaking.”

“Ability to communicate with people, gave me confidence to explain my position. Gave me contacts.”

“Communication” (2).

“Communication was the best part about it. Judged on Kropps first full team.”

## CONFIDENCE IN SOCIAL SITUATION, AS A LEADER, AND WITH AUTHORITY FIGURES

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“Confidence and commitment, face challenges, take risks in production, pass skills on to family members on livestock selection, farming and ranching / daughters involved in raising and showing and producing livestock. Highlight is granddaughter on NEO and OSU Judging teams.”

“Ability to think under pressure, confidence in myself in front of peers, sense of accomplishment, simply the ability to evaluate livestock is a lost art, as most of my veterinary large animal classmates have little stockmanship skills.”

“Decisiveness, Confidence, Verbal Communication, Dealing With Stress.”

“Leadership, confidence, communication (verbal), decision-making, responsibility, friendship.”

“One of the most useful things judging provides is self-confidence. You learn how to make a decision and defend it, right or wrong, also verbal communication skills are great, in my job I often give scientific presentations and have the confidence to do so.”

“Self Confidence, Sharpened Critical Thinking Skills, Problem Solving, Set and follow priorities, enhanced ability to evaluate situations with people and to adjust to be an effective educator or leader. Really to numerous to mention.”

“Judging strongly enhanced my personal confidence and I met/forged relationships with men/women who will remain my best friends forever and serve as a broad networking source for future contact within the livestock industry.”

“Confidence, public speaking, ability to work-concentrate under pressure.”

“When you fail, you must try again. Confidence in my own opinion. Even when you think you have nothing left, there is always more. Admit when you are wrong, and then move on.”

“Evaluate the situation, get along with others, gain confidence in yourself, evaluation of cattle, hard work and patience, management skills.”

“I grew up being a bashful kid. Talking reasons and rubbing shoulders with others got me over this, I learned to really look at individual classes and decide why I should place them a certain way, I learned cold weather never bothers the coach.”

“Increased confidence and communication skills as well as networking.”

“Having confidence in your opinions and making lifelong connections with new friends.”

“Confidence.”

“I look objectively at things (not just livestock) and goals in life. Gain confidence in myself.”

“Confidence in making decisions and respecting others opinions.”



“Focus disciplined-confidence and attention to detail, public speaking and writing.”

“Assess, evaluate and conclude with confidence, leadership ability to give input to superiors with confidence and without fear of being put down, and if put down, how to handle it professionally than learn to let it go! Personal note: This and B&B were the most cherished experience in a practical/ participation level I made OSU the meats and is the reason I was hired into carcass sales, the start of 22 years with a wonderful company.”

“Learning to evaluate livestock and the ability to stand up in public and express myself with confidence. Competitive spirit still used today.”

“Self motivation, confidence, critical thinking, communication.”

“Confidence, professionalism, being detailed and thorough, convincing, persuasive, problem solving. How to cope w/ defeat to be passionate, time management and respect.”

“Confidence to make a decision, learning facts, respect for others opinions, learn from mistakes, develop own ideas.”

“Persistence, Self-confidence.”

“Confidence as a leader.”

“I learned how to set goals, I learned to be more confident, I learned how to have a strong opinion, I learned how to communicate better.”

“Confidence, made you feel great about yourself. Got to go to new places, decision-making.”

“Confidence. Defending decisions, decision making. Became a better professional.”

“Caused me to be more social and interact with many different people.”

## DECISION MAKING

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“Making difficult decisions in a timely manner, defending opinion, representing a cause bigger than myself, dealing with ambiguity, being gracious in defeat and humble in victory.”

“Look at the whole picture, discard prejudice, defend opinion and respect others, opinion of a situation.”

“Decision making skills, public relations, descriptive thinking and communication confidence in making decisions and knowing why you decided how you did.”

“The ability to think quickly and logically put reasons together that support my decision. To constructively learn from my mistake, to be open minded to the unexpected, to go over my work and look for mistakes. (I mismarked my card at a contest, that still sticks with me today).”

“Learning to evaluate a given set of animals in a short period of time then making a decision and sticking with that decision while I explained why I made that decision. Learning to make deci-

sions is used more than any other skills. Through my career this is the one thing i found lacking in many people.”

“Analyze a situation quickly, make a decision, defend the decision.”

“Consideration and multiple factors when making decisions.”

“Decision making , communication skills, thinking skills, time management, dealing with success and failure, working with diverse teammates.”

“Ability to access any situation and make decisions. Public speaking skills are always necessary in life. The desire to be the best in everything you do. Personal relationships are a must in life and confidence and sticking with your choices and decisions in anything you do.”

“Making decisions and sticking with it, analyzing situations systematically.”

“Decision making, ability to verbally describe something, attention to detail.”

“The ability to make a decision and stand my ground as to why I made my decision without second guessing myself. I also feel my verbal and written communication skills have helped me immensely.”

“Analytic skills, public speaking, time management, goal setting.”

“Decision making being able to justify my decisions with clear and concise written arguments.”

“Critical analysis of differences and the ability to constructively tell others about them, Self confidence-without it I’d be nothing! Respect for others opinions.”

“Learned to make decisions quickly and with confidence under stressful situations. I learned to express and articulate myself and become a better public speaker. These were especially useful while I was a county extension agent and a livestock consultant for the kerr foundation.”

“Decision Making, justification of decisions, speaking.”

“You missed the most important in your questionnaire, Decision Making. My judging experience gave me an invaluable training in making decisions and in being able to logically defend those decisions. Considering options, selecting the best option thru analysis of all and then deciding. Useful throughout my career and life. Thank You!”

“Meats judging enhanced my abilities to, encounter a problem, situation or a task. Form an opinion regarding the resolution of the situation or in the case of a meats class breaking the analysis down into manageable pairs, support or defend the above opinion with written reasons, this improved my: thought process, grammar, composition and spelling. Skills learned were observational comparison, selection and supporting the decision.”

“Critical Thinking and Decision Making. Public speaking, time management, and people skills.”

“Ability to make a decision, ability to defend a decision, ability to communicate clearly, ability to get along with others, time management, how to win successfully, how to lose gracefully.”

“The college experience enhanced my ability to analyze research, discuss opinions, judging was part of that.”

“Defend decisions, time management, leadership, and communication skills.”

“Learn to make a decision based on logical thought, make it quick and stand by it, logical thought process, confidence and communication, personal salesmanship.”

“I lived in a black and white world, I had to make decisions right or wrong on the spot, I either bought cattle or passed.”

“The ability to quickly assess a situation under stress. Form an opinion, act on it and be able to provide the basis for my decision. This is a prime factor for success in emergency medicine.”

“Evaluate Livestock, analyze and make decisions, state my opinion, developed friends with common interests.”

“To analyze a set of facts and make a timely decision. To communicate my decision to others in a clear, non-advisoral manner. To evaluate livestock and determine value. I was a managing partner in a large western Kansas feedlot for 6 years. This study is long overdue.”

“Ability to defend your position. Ability to think and speak on your feet. Ability to make decisions.”

“Decision Making, communication-oral and written, interpersonal skills, prioritizing practical skills-especially from meats judging, confidence to approach new challenges succeeding, learning from failures or disappointments.”

“Decision Making Skills, communication skills, time management skills, working as a team goals and success evolve from hard work (work ethic).”

“The ability to evaluate and make decisions quicker than most people.”

“Quick decision making, thinking before speaking, don’t second guess, communication skills, public speaking.”

“The ability to make decisions, communication skills, leadership skills.”

“Enhanced all aspects of decision making- persuasion, confidence, public speaking, attention to detail. Work ethic, teamwork, responsibility, desire to succeed.”

“Skills have provided me with a firm foundation for enabling me to make sound cattle decisions as I operate a registered Angus operation. My judging years were the best in my life!!!”

“Make rapid decisions and ability to back up decisions. Respect others opinions although not always in agreement, found out how much a judging team experiences from OSU means in the livestock world.”

“Learned to recognize good conformation in livestock, learned to recognize quality, experienced large livestock shows out of state, learned to make decisions and then defend them, made lifelong friendships with other students, professors and herdsman. Had opportunity to visit some good cattle herds on ranches.”

“Importance of making a judgment/decision based on some reason/merit and to be able to communicate the reason for the decision. Importance of being goal driven, value of putting success of others ahead of one-self. Always get a big picture view before worrying about minor details, develop a systematic approach to decisions.”

“Ability to look at a animal carcass or a crop and give an answer to a third party.”

“Being able to make a fast decision and stick with it and explain it is a very valuable asset you will use all your life- especially with your children. I have never had trouble saying what I thought but I have never been misunderstood sometimes. Going to large shows, ranches and farms, and meeting interesting and good people is a thing I will never forget, I wanted to pass on my experiences to young 4-h members while I was a county agent. I also put together classes for the TSF judging contest for 26 years and helped with AQHA judging contest for 12 years.”

“The ability to quickly read people and decipher the appropriate way to conduct business with them has been largely developed from judging. The ability to quickly and intelligibility make decisions in certain situations has been greatly attributed to judging.”

“I believe that learning to handle pressure of the situation, learning to quickly gather your thoughts and organizing them into a presentation is invaluable. Focusing on the task at hand, gathering all the information available to you and making good decisions with that information.”

“Quick decision making, ability to explain your point to others, evaluation of livestock, strong work ethic.”

“Decision Making, verbal communication, self-confidence.”

“Decision Making.”

“How to observe, internalize the good and bad of a situation to determine how the situation is overall.”

“My judging experience has taught me how to logically evaluate situations and feel confident with my decisions. I have gained the knowledge and confidence to speak in front of people but to be able to also teach people. I have made lifelong friends and lots of connections. Best collegiate experience I've ever had.”

“Critical decision making, teamwork, ability to defend decisions verbally and written ability to set/achieve goals, time management.”

“The ability to look at a situation and make a decision quickly, then if needed be able to defend it orally.”

“Decision Making, public speaking, meeting people.”

“Decision Making and confidence in the decisions I make, communicating with others in an organized, clear manner, making rational decisions on the spot, defending the decisions that I make.”

“Organize thoughts and communicate opinions to others in a concise manner”.

“Evaluating livestock, expressing my opinion on a subject, sorting and classifying traits in order to form an opinion.”

“Ability to make well thought out decisions in a controlled time situation and to justify them to others.”

“Ability to make quick decisions and think on my feet. Exposure to different livestock operations during workouts.”

“The thought process needed to analyze things. The ability to think outside the box.”

“Learned to make a decision quickly and convince someone my decision was right.”

“The ability to evaluate a situation and make decisions in a timely manner and then to explain that process to another person involved. That is a process that a person in any career must be able to accomplish.”

“Critical thinking, balanced decision making, attention to detail, appreciation of quality social skills, memory skills.”

“The ability to organize thoughts and analyze projects, reports and situations to proceed with concise plan and procedure. To maximize efforts involved. To realize there are many ways to get the same conclusion. Ability to meet new people and talk to them with ease. Confidence in myself if prepared with facts and knowledge of situations. Judging was one of the best things I was involved in. In high school and college. My success was totally based on efforts of my coaches and teachers. That is why I volunteer my time to coach and assist anytime I can.”

“Critical thinking evaluations, reliance upon first impressions-90% right and stick to them, prioritizing tasks. Ability to think fast on my feet, ability to speak in any situation with composure, ability to advise clients on animal quality, some value appraisals and always encouragement for all 4H and FFA students to participate in judging activities. Best part of my college experience.”

“Make decisions, organize thoughts, oral communications, network with professors and peers.”

“Careful comparative observations. Taught me patience. Taught me to prioritize. Won the first "old timer's" judging contest in the 80's. Biggest leaders were Bratcher and Totusek.”

“Ability to see and evaluate decisions, decision making.”

## APPENDIX H

### Responses for Current Position

#### A. INDUSTRY-RELATED EMPLOYMENT

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Accounting	Meats Company
Agricultural Statistician	Meeting Planner
Agronomy Manager-CHS	Men's Department Manger/ Buyer Western
American Ag Credit-Vice president	Wear
American Chianina Association- CEO	Mktg. and Sales-branded beef
Assistant Management	Natural Gas Industry Rep
Attorney (2)	Nurse
AVP Beef Sales	Office Manager/ Director
Bank President-Rancher	Oil and Gas, Real Estate, Bail Bonds, Travel
Bank V.P.	Operations in financial services
Beef Manager	Order Buyer
Branch Manager of Bank	Packing Co. Product and Sales Mgmt.
Breed Representative	Physician (M.D.)
Business (2)	President and CEO First National Bank and
Cattle buyer	Trust
CEO	Public Relations
Commercial Leader	Purebred Consultant
Consultant (3)	R&D Scientist for Jimmy Dean Sausage
Contract Surface Landman/ Rancher	R&D- Food Technology
Crop Insurance/ Farm/ Ranch	Ranch Manager
Director of Judges APHA	Real Estate Sales
Doctor of Chiropractor, International Travel	Regional President, Agriland Farm Credit
Dow Sales	Run a Performance Bull Test Center
Farm, Feedlot, Beef Company	Sales (11)
Feed Sales	Sales and Transportation
Feedyard Manager	Sales Animal Management
Fresh Meat Sales and Marketing	Sales Manager- Seedstock Producer
General Manager	Sales of flexible plastic packaging
Grain Originator For ADM	Sales/ Director of Marketing
Horse Farm Manager/ Teacher	Sr. Vice President Loan Officer Banking
Horse Trainer	SVP Banking
Human Nutrition Consulting, Rancher	Tax attorney, CPA, BEEF/WHEAT
Indian Capital Technology Center- Supt.	DAIRY, Banks, Venture Capital Com-
Industry Research	panies
Inside Sales	V.P. of a Wholesale Book Distribution
Insurance Agent, Rancher, Show pigs	Warehouse
Lender at Bank	Veterinarian (8)
Livestock Marketer	VP Cattle Procurement
Manage sheep/goat auction	VP-Banking
Management (8)	VPO Express Ranches
Management Financial Advisor	Youth Horsemanship Camp Director, also
Manger at large beef producer	worked for IBP
Marketing Director	
Marketing Supervisor	
Marketing-Purebred Cattle	

## B. BUSINESS OWNER-RELATED EMPLOYMENT

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Angus Breeder	Farmer and Rancher (13)
Private Attorney, Banker, Farmer and Rancher	Farmer, Rancher, Real Estate, Bank Board, Beef Breed publication
Private Attorney/Farmer Rancher	Farmer/ Rancher and Bank Director
Auctioneer (Purebred Cattle Owner)	Farmer/ Rancher/ Horse Trainer
Auctioneer and Real Estate Sales Owner	Own a Business Consulting Practice
Auctioneer- Farmer/Rancher	Own a Livestock Production Company
Auctioneer/ Sales Mgmt Owner	Own Business/ Management
Brangus Breeder	Own Cattle and Horse Business
Business Owner (15)	Own Cattle Business
Business owner and Executive director of non-profit	Owner-Operator Stock Farm
Business Owner Keiths Butcher Shop	Owner/Operator farm retail seed business
Business Owner/ Cattle Broker	Purebred Livestock Auctioneer-Rancher
Business owner/ Sales Associate	Ranch Manager/Owner
Cattle Breeder, assistant accountant, owner of gift box business	Ranch Manger, Photography, Business Owner
Cattle Feeder	Rancher (8)
Cattle Rancher	Rancher-Cattle Buyer
Cattleman	Rancher, Business Owner and Banker
Commercial Cow-Calf operator	Real Estate and Rancher
Commercial Real Estate-Land/Farmer-Rancher	Rent land to my son and trade futures
County Agent-Ranch Owner	Self-Employed
Farmer (4)	Self-Employed-Horse Show Management
	Stay at Home Mother

## C. EDUCATION-RELATED EMPLOYMENT

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OSU Extension Educator	Leader/ Professor
Agricultural Teacher (3)	Masters Student (2)
Ag Teacher- Rancher	Meat Science Grad Student
Biology Instructor and Dept. Chair Commu- nity College	OSU Swine Manager
Business Educator	Professional School
Coach-Rancher	Professor (7)
College Instructor	Professor Director of Bull Test-OPSU
Equine Instructor	School registrar and district treasurer
Extension Agent	Science Teacher, Adjunct Professor
Extension Educator (2)	Staff OSU ANSCI
Genetics/ Calf Raising Manager on Dairy Farm	Student (4)
Graduate Assistant	Student-AGED and ANSCI
Graduate Student (2)	Student-Judging Coach
Graduate Student and Horse Judging Coach	Teacher (5)
Graduate Student- Web Design	Teacher- Angus Cattle Rancher
Instructor at KSU	Teacher, Professor and Business Owner
Judging Team Coach	V.P. For Academic Affairs
Law Student	Veterinary Student (2)
	Youth Livestock Specialist OSU



#### D. RETIRED

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Retired-Owned Livestock- Farming Business and Managed Swine Operations for Tyson foods  
Retired ANSCI Professor  
Former Professor of Christian Studies  
Management-Retired  
Production Management/Retired  
Professor Emeritus (2)  
Professor Emeritus, Administration Emeritus  
Professor Emeritus, Army Officer, Owned consulting firm  
Retired (11)  
Retired AF and Airline pilot, Rancher  
Retired Ag Teacher (4)  
Retired Ag Teacher-Farmer Rancher  
Retired Army Major General  
Retired Bank President, Teacher of Ag, Veteran  
Retired Business Owner  
Retired County Extension  
Retired Faculty  
Retired Federal Scientist

Retired from Ag Credit Career and was a Ranch Manager  
Retired from KSU Extension  
Retired Management  
Retired Meats Professor- Washington State University  
Retired OSU County Extension Agent  
Retired Packer Buyer  
Retired Professor, rancher  
Retired Research Manager (2)  
Retired Teacher  
Retired Teacher and Farmer/Rancher  
Retired- Previous Management/ Business  
Retired- still owns a cowherd  
Retired-Chemical analyst  
Retired-Farmer and sales  
Retired-Former President National Stockyards  
Retired, Professor Emeritus of Physiology St Louis College of Pharmacy  
University Professor Emeritus

#### E. GOVERNMENT-RELATED EMPLOYMENT

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Director for State Government  
Rancher/ State Senator  
Research Scientist- USDA  
Supervisory Public Health Veterinarian

USDA Meat Marketing Specialist:-Judging  
Coordinator  
USDA-FSA program tech

## VITA

Clinton Scott Mefford

Candidate for the Degree of

Master of Science

Thesis: INTERPERSONAL AND CAREER SKILLS GAINED FROM COMPETING  
ON AN OKLAHOMA STATE UNIVERSITY JUDGING TEAM

Major Field: Agricultural Communications

Biographical:

Education:

Completed the requirements for the Master of Science in Agricultural Communications at Oklahoma State University, Stillwater, Oklahoma in December 2013.

Completed the requirements for the Bachelor of Science in Animal Science at Oklahoma State University, Stillwater, Oklahoma in May, 2011.

Experience:

Served as Assistant Livestock Judging Team Coach for Oklahoma State University from August 2011 to December 2012 and from July 2013 to December 2013.

Employed as Assistant Livestock Judging Team Coach at Redlands Community College from January 2013 to July 2013.

Professional Memberships:

Oklahoma State University Animal Science Alumni Association  
Phi Kappa Phi Honor Fraternity  
Golden Key Honour Society