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EVALUATION OF VOLUNTEER LEADERSHIP DEVELOPMENT

WORKSHOPS - EFFECTS OF PARTICIPATION

IN THE PLANNING PROCESS

By

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CHAPTER I

INTRODUCTION

Evaluation for accountability has become a very important aspect of the administrative focus for the Cooperative Extension Service as well as other agencies with a government supported budget. Cooperative Extension for years has been accountable to the public and public officials by providing informal evaluation results and input information. The number of people reached and the number and types of programs held provide input accountability, however, the systematic evaluation of the results of the programs and/or impact of the programs is required today.

Need

The Food and Agriculture Act of 1977 mandates the evaluation of the social and economic impacts of the Extension Service and the Cooperative Extension Services (Evaluation of Economic, 1980). One of the objectives set forth in the Secretary's Memorandum No. 1962, October 30, 1978, is to provide Extension with ways to continue evaluating its programs and identify and measure outcome data (Evaluation of Economic, 1980). Questions asked by Congress of Extension in recent years include: who received benefits, what type of benefits, and what difference did it make that Extension has been involved.

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A survey of program evaluation in Extension indicates that a substantial amount of evaluation activity is taking place, however, much of this activity is classified as informal in that the results are typically undocumented, and much of the activity is directed toward the improvement of existing programs (Report of the National, 1981). As a result of legislation and requests from other sources, the Extension Accountability/Evaluation System has been developed. The guidelines call for an Extension coordinated and integrated problem solving approach to program development, a four-year plan of work and three types of program accountability and evaluation: impact studies, accomplishment reporting, and input and participation information (Report of the National, 1981).

The Food and Agriculture Act also calls for new federal initiatives ". . . improving and expanding the research and extension programs in home economics" (Magrabi and Baker, 1981, p. ii). These authors stress the need in Extension for improved needs assessment, evaluation of Extension program delivery methods, and evaluation of program effectiveness in impact on families and communities. The plan for evaluation and use of evaluation as an integral part of the teaching/learning process are identified as important for home economics educators in public school and Extension settings (Meszaros, Crabtree, and Jorgenson, 1981).

Volunteer leaders have traditionally multiplied the educational effects of the Extension service as volunteer teachers for youth and adult groups and also by providing information on a one to one basis with friends and relatives. The impact of the volunteer leader in the Home Economics Extension Service needs documentation for accountability.

The Cooperative Extension Service is the sponsoring agency for the Extension Homemakers Council in Oklahoma. The Extension home economist trains volunteer leaders of the Extension homemakers who in turn provide information to their local groups and to others in their communities.

Leadership and voluntarism have been identified at the federal level for national impact studies. Since the Extension Homemakers Council is a traditional audience of Extension, the results of their leadership efforts need to be measured. Surveys conducted nationally indicate some information about the volunteer hours and the contributions to the community by the volunteer leaders of the Extension homemakers. The results of the surveys recommend increased emphasis on leadership development (Rogers and Tanner, 1981). Pryor (1981) indicates that often people become too caught up in the activities of their programs to find the time to evaluate them. Organizations need to analyze what the organization is doing, and what needs to be done to improve programs (Pryor, 1981).

Problem

The problem to be addressed involves the investigation of the effects of the involvement of volunteer leaders in planning leadership workshops and the evaluation of the results of the leadership development workshops. The context, input, process and product (CIPP) evaluation of the workshops conducted with Extension homemakers in Oklahoma is the focus of the evaluation research project.

On a regular basis, the Extension homemakers in Oklahoma conduct leadership training for county volunteer leaders at the district level.

The volunteer leaders share the information with local Extension home-maker group leaders within their own counties. The evaluation of the district leadership workshops and a follow-up evaluation are proposed to supply information about the effectiveness of the delivery system for volunteer leaders. Since the activity occurs every two years, volunteer leaders are interested in the following questions about the effectiveness of the training: does the training address the needs of the Extension homemakers' leaders and assist them in doing a better job of leadership in their office or committee; does involvement in the planning process increase achievement and satisfaction; do the volunteer leaders use the information gained in workshops as other leadership roles within the community are assumed; is the training received bene-ficial to personal development of leadership potential; is the organi-zation strengthened as a result of the training?

The Context, Input, Process, Product (CIPP) evaluation model is to be used for the evaluation research project (Worthen and Sanders, 1973). This model allows for the total project to be evaluated and changed and adjusted as it progresses. The feedback feature of the evaluation model allows for the decision-making process to occur at all levels of the project. The recycling of the information for the improvement of the program as well as the assessment of the effectiveness of the project can be accomplished using this model. The model is appropriate to determine the effects of involving volunteer Extension homemaker leaders at the county level in planning the workshop in the form of needs assessment and input evaluation. This research project can establish benchmark data which can be used in impact studies in the future.

Purpose and Objectives

The purpose of this study is to assess an approach for collecting valid evidence for the accountability of an Extension leadership development program for volunteer homemakers. The context, input, process, and product (CIPP) model developed by Stufflebeam (1983) is to be used. The objectives for the study are:

1. To assess if an in-service leadership development program based upon the expressed needs of Extension homemaker volunteers is associated with acceptance of the program;

2. To assess if involving Extension homemaker volunteers in the program planning is associated with acceptance of the leadership development program by the volunteers;

3. To assess if participation in the leadership development program is associated with changing the knowledge of leadership skills of the volunteers; and

4. To assess if Extension Homemaker volunteers with the most involvement in the leadership development program are associated with more leadership contributions in their local communities and counties.

Hypotheses

The null hypotheses to be tested are:

H_1: There is no significant difference between acceptance of the leadership development workshop and involvement in expressing what needs to be learned;

H_2: There is no significant difference between acceptance of the leadership development program and involvement in program planning;

H_3:   There is no significant difference between the knowledge of leadership skills of Extension Homemaker volunteers and participation in leadership development workshop; and

H_4:   There is no significant difference between Extension homemaker volunteer leadership contributions in their local communities and counties and the amount of involvement in the leadership development program.

<div align="center">Assumptions and Limitations</div>

The following assumptions are basic to this study.

1.   Adult learning is a process by which an individual uses available resources to acquire new knowledge, skills or attitudes that are relevant to personal needs or goals (Chmura, 1981).

2.   Characteristics essential for leadership are skills and attitudes which can be acquired or modified extensively through learning (McGregor, 1976).

3.   Leadership skills can be observed and measured.

4.   The four stages of the change model are awareness, interest, trial, and adoption.

The limitations of the study involve the following procedures and methods.

1.   The sample evaluated in the leadership workshops are volunteer participants.

2.   The pretests and posttests will be administered at the beginning and end of the one-day workshop.

3.   The instructors for the workshops are Extension homemaker volunteer leaders.   Some sessions will not have the same volunteer teachers for all the district workshops.

Definition of Terms

The definitions of terms to be used throughout the study are as follows:

Accountability provides constituents with an accurate accounting of results of programs (Stufflebeam, 1980).

The CIPP definition of Evaluation: "evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives" (Stufflebeam, 1971, p. 40).

The CIPP Model identifies four types of evaluation: context evaluation, input evaluation, process evaluation, and product evaluation (Popham, 1975).

Context Evaluation yields information regarding needs (the extent to which discrepancies exist between the situation and what is desired relative to certain value expectation areas of concern, difficulties and opportunities) in order that goals and objectives be formulated (Isaac and Michael, 1982).

Evaluation is a process of making value judgments about the quality (effectiveness) of a product, process, or program.

Evaluation Research is the process of using research to collect the evidence upon which the value judgments are made (Rossi and Freeman, 1982).

Input Evaluation furnishes information regarding how to employ resources to achieve program objectives (Popham, 1975).

Leadership is a role that leads

    toward goal achievement, involves interaction and influence,
    and usually results in some form of changes in structure or
    behavior of groups, organizations, or communities (Lassey
    and Fernandez, 1976, p. 11).

Process Evaluation provides information for monitoring a chosen
procedure as it is being implemented so that its strong points can be
preserved and its weak points eliminated (Isaac and Michael, 1982).

Product Evaluation includes identifying congruencies and
discrepancies between the intended objectives and actual attainments,
identifies unintended results, provides for objectives that have not
been met by recycling the program, and provides information for
decision makers about the future of the program (Rose and Nyre, 1977).

Voluntarism means a group of volunteers organized to work toward
goals which they share.

Volunteer is a person who performs a service for others and
does not receive more than expenses for compensation. The service
performed for others is not for personal gain.

Volunteerism

is concerned with the experience of the individual person
active in voluntarism in a leadership role, in an
administrative role or possibly in direct services to the
clients or in supportive services to make programs possible
(Naylor, 1976, p. 9).

CHAPTER II

REVIEW OF LITERATURE

The review of literature examines the role of evaluation in education and the Extension Service. The purpose of evaluation in education is related to the policies of the administration of the educational systems and the accountability to the public. A description of the development of evaluation traces the evolvement of evaluation to the present status.

The CIPP evaluation model and evaluation research procedures are reviewed as the principles are to be used in the research study. Leadership, adult education, and voluntarism studies are related to the evaluation research project.

Development of Educational Evaluation

Records indicate that evaluation has been with us for some time. Rose and Nyre (1977) cite the formal evaluation dating back to 2000 B.C. when Chinese officials administered civil service examations. Rose and Nyre (1977) identify Ralph Tyler as the person responsible for conceiving of evaluation as the process of determining the degree to which the goals of a program have been achieved, and as a result in 1930, Tyler established the foundation for the form of evaluation known today.

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Educational evaluation is a formal effort to affix the worth of things in education, such as programs, product, or goals (Popham, 1975). Scriven in his 1967 essay on evaluation, distinguishes between the formative and summative roles of evaluation (Popham, 1975). Formative evaluation refers to assessments of worth focused on instructional programs that are still capable of being modified. Summative evaluation refers to assessments of merits focused on completed instructional programs (Popham, 1975).

Reports of home economics research with emphasis on evaluation, curriculum, measurement, and administration given for the 1920s and the 1930s include the following topics: measurement of student achievement and teaching, assessment of effect of high school home economics on future behavior of students, evaluation of textbooks, and the development of instruments to measure achievement, skills, and attitudes (Ray, 1981). Hester Chadderdon's writings of 1935 include the premise that an adequate evaluation program should assist in giving a basis for deciding both the place to begin teaching and the next steps in teaching (Bailey and Davis, 1982). Hughes (1981) reports the first study of home economics in public schools was conducted in 1938/1939. In the 1940s, studies in evaluation research deal with the following: development of instruments for use in clothing and textiles, and foods-nutrition. Of the studies, 36 are classified as total program evaluations with audiences such as homemakers in Extension programs, secondary programs, and college students. The studies reported thus far are descriptive in nature about a specific limited population (Ray, 1981).

Home Economics in Higher Education: Criteria for Evaluating Under-
graduate Programs provides a procedure for the study of the entire
department including philosophy, purposes, curriculum, teaching, staff,
physical facilities, and administration. The book, published by the
American Home Economics Association (Spafford, 1949), stimulates an
interest in self-evaluation. Dye (1950) reports on several regional
workshops sponsored by AHEA in 1950 to facilitate the use of Home Eco-
nomics in Higher Education. Reports of the workshops include Ralph W.
Tyler teaching a section of the Central Region Workshop (Banks, 1950).

The evaluation studies in home economics include Clara Baker Arny
conducting an extensive study over a five-year period. Arny's study
is to describe current home economics problems in 20 high schools by
locating the strong and weak points and investigating what factors
influenced the effectiveness of programs (Bailey and Davis, 1982).

Evaluation of Cooperative Extension educational programs involves
the measurement of attainment of objectives. Baird (1954) cites
reasons for evaluation: public relations, provision of base for future
program improvement, assesses the progress of the extension program,
motivates clear definition of educational objectives, stimulates better
teaching, strongly influences learning, and provides a sound basis for
supervision. These traditional objectives are still reasons for
evaluation today, with an added emphasis from the Accountability/
Evaluation System for evidence to indicate the social and economic
consequences of the program.

In an article in the September 1955 issue of Extension Service
Review devoted entirely to evaluation, Raudabaugh (1955), Federal
Extension Service, indicates that evaluation, plan of work, and program

are interrelated and need an integrated and coordinated approach. Emphasis on clear measurable objectives and evaluation plans developed as scientifically and systematically as possible is a prevalent theme throughout the issue.

Evaluation in Extension is a manual for Extension workers to use in planning and enacting program evaluations (Byrn, 1959). Ralph Tyler's influence is evident in this publication on evaluation. Evaluation related to the attainment of behavioral objectives is an important part of evaluation today. Sara Steel (1978) in an address to Home Economics Extension Administrators, indicates that evaluation in Extension needs a program plan that integrates and blends curriculum development (Tylerian approach) and resource allocation (business approach).

The launching of Sputnik is reported to have ignited the demand for formal program evaluation. Both educational reform and evaluation began their modern history with the furor created at the Russian feat (Rose and Nyre, 1977). The federal government contributes a greater share of the schools' financial support, and with the federal dollars come accountability (Rose and Nyre, 1977). The War on Poverty and the Great Society are creators of major programs in health care, mental health care, housing, manpower, services integration, community planning, urban renewal, welfare, and mandated evaluation. Patton (1978) indicates that from all the turmoil of that period something called evaluation research emerged as an alternative to the charity and pork barrel approach to assessing program effectiveness.

In home economics education, The National Census Study of Secondary Vocational Consumer and Homemaking Programs is a study to identify

what is taught and who is served by vocational consumer and homemaking

programs in the secondary schools across the country (Hughes, 1981).

Hughes (1981) reports impact evaluation research projects include

> The first, an evaluation of parenting/child development
> programs . . . . The second, another three state effort, is
> a report of the impact of secondary consumer and homemaking
> programs on mildly mentally handicapped students. The third
> is a synthesis of a series of case studies of successful
> consumer and homemaking programs (p. 219).

The need for evaluation research, to satisfy accountability,

occurs when the lack of money to do all the things is recognized, and

the realization that more than money is needed to solve complex human

and social problems (Patton, 1978). The Elementary and Secondary

Education Act of 1964 is credited for providing the impetus for

evaluation, an activity which has had a great impact on education

(Madaus, Scriven, and Stufflebeam, 1983). The Congressional Budget and

Impoundment Control Act of 1974 provides for program analysis, appraisal,

and evaluation and requires General Accounting Office (GAO), an agency

of Congress, to review and evaluate government programs (Rutman, 1980).

The Food and Agriculture Act of 1977 mandates the evaluation of the

social and economic consequences of the Cooperative Extension Service

programs.

Evaluation Models

Several evaluation models and theories are reported developed

since the 1960s (Worthen and Sanders, 1973). In an outline of course

materials for an evaluation course, Stufflebeam lists the following

models and their proponents: Classicists (Tyler, Hammond, Provus,

Popham); Cultural Progressives (Guba, Scriven, Cronbach); Functionalists

(Alkin, Stufflebeam); and Adversarials (Owens, Wolf, Stake) (Tephart and

Ingle, 1977). Worthen and Sanders (1973) provide a descriptive summary
of frameworks for planning evaluation studies listing nine models.
Stake (1976) describes nine approaches to educational evaluation. In
an interview of Daniel Stufflebeam printed in Educational Evaluation
and Policy Analysis (1980), he cites a survey of evaluation models
which counted about 40 alternative evaluation models. Stufflebeam
states that "today people need a broader understanding of evaluation
and a program of research about what actually happens in evaluation
situations of various kinds" (Educational Evaluation, 1980, p. 89).

The many models developed allow evaluators to determine the
needs of the evaluation and use, adapt, and/or modify a model to serve
their needs. Byrk and Light (1981) reflect that evaluation design
must blend a variety of considerations, including the kinds of questions
to be asked, the relative strengths and weaknesses of alternative
research designs, the interests of the clients and audiences for study
and availability of technical expertise and human and physical
resources.

CIPP Evaluation Model

Stufflebeam's (1983) CIPP evaluation model is a comprehensive
model designed to provide information for decision making in planning,
structuring, implementing, and recycling programs. Several sources
(Boyle, 1981; Evaluation Planner for Extension, 1977; Forest, n.d.;
House, 1980; Isaac and Michael, 1982; Kean, 1983; Popham, 1975;
Worthen and Sanders, 1973) discuss the comprehensive and integrative
qualities of the CIPP model. Stufflebeam distinguishes between evalu-
ation for decision making and evaluation for accountability. Evaluation

conducted for the purpose of decision making is proactive, and evaluation conducted for the purpose of accountability is retroactive.

The CIPP evaluation model provides information for all four types of evaluations - context, input, process, and product - for program improvement and decision making regarding a program's future (Stufflebeam, 1983). Boyle (1980) maintains an advantage of the CIPP model is the feedback feature which is continuous throughout the total program. Stufflebeam and Webster (1980) indicate the decision-oriented study emphasizes that evaluation should be used proactively to help improve a program as well as retroactively to judge its worth.

Context evaluation involves the definition of the operating context of the program, identifying and assessing the needs and opportunities in the context and diagnosing the problems underlying the needs (Isaac and Michael, 1982). Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman, and Provus (1971) indicate many techniques are useful in conducting context evaluation as systems analysis techniques such as work breakdown structure found in Program Evaluation and Review Technique. Sample survey and opinionnaire techniques are used to determine perceptions of various groups of major unmet needs and unused opportunities (Stufflebeam et al., 1971).

Input evaluation provides information regarding how to employ resources to achieve program objectives (Popham, 1975). Several techniques outside education merit investigation for the input evaluation: Program Planning and Budgeting System, the Delphi technique, the convergence technique, and cost/effectiveness analysis (Stufflebeam, 1983). The Program Evaluation and Review Technique (PERT) is validated for use in education by Cook; its work breakdown structure approach aids

in organizing a strategy into a program; and the interrelationships between activities and events to achieve the specified objectives are charted (Stufflebeam et al., 1971).

Process evaluation is employed for the purpose of identifying any defects in the procedural design. Popham (1975) indicates the process evaluator describes procedural events and activities so that any deficits in the instructional design are detected or anticipated. Some records are also useful in product evaluation.

Product evaluation, according to Popham (1975), attempts to measure and interpret the attainments yielded by a program not only at its conclusion but, as often as necessary, during the program itself. The emphasis in product evaluation is on the outcomes produced by the program or the impact of the program. Impact evaluation is assessment of a program's effectiveness in achieving its ultimate objectives (Bennett, 1979). Bennett (1979) indicates before-after design require observations both before and after an Extension program, therefore the evaluator needs to be involved at the beginning of the program.

Data requirements identified for accountability which can be met by the CIPP Evaluation Model are: objectives, reasons for objectives chosen, were objectives adopted and achieved, designs selected, reasons for design selection, implementation of design and effects of design (Isaac and Michael, 1982). The CIPP model's feedback features during the total program process provides the data for decision makers' use in determining the worth of the program by their criteria.

The Evaluation Research Society standards for program evaluation address the following general categories: front-end analysis; evaluability assessment; formative evaluation; impact evaluation; program

monitoring; and evaluation of evaluation (Rossi, 1982). The standards

are organized into six parts: formulation and negotiation; structure

and design; data collection and preparation; data analysis and interpre-

tation; communication and disclosure; and, utilization (Rossi, 1982).

The standards provide guidelines for developing an evaluation design

and conducting a program evaluation.

Kenneth Pigg (1980) indicates that Extension evaluation needs new

methods: a framework for an evaluation strategy that relates clients

to methods and consequences; needs assessment techniques; more effec-

tive monitoring techniques; generalizable data; and development of

measurable program objectives. Evaluation research is a means of

facilitating decision making in an attempt to get as much as possible

from the money that is spent (Pigg, 1980).

Evaluation Research Design

Best (1981) defines research as

the systematic and objective analysis and recording of con-
trolled observations that may lead to the development of
generalizations, principles or theories, resulting in
prediction and possibly ultimate control of events (p. 18).

Fitz-Gibbon and Morris (1978) define design as a plan which dictates

when and from whom measurements are to be gathered during the course

of an evaluation. The evaluation research design selected needs to be

applicable to the evaluation of an on-going program. As many researchers

and evaluators have indicated, the true experimental design with random

assignments for treatment and control groups are often not possible in

educational situations. In Extension, the program is designed by law

to be open to all who are interested in participating, therefore, the

true experimental design is very difficult to utilize. Fitz-Gibbon and

Morris (1978) suggest the use of nonequivalent control group design with a theory based evaluation as the method to use when policy mandates programs be made available for all persons.

Quasi-experimental designs are used by researchers when true experimental designs are not possible or feasible (Huck, Cormier, and Bounds, 1974). With the quasi-experimental design one of two variables are controlled: when the observations are made, when the treatment or independent variable is applied, and which intact group receives the treatment. The nonequivalent control-group and separate-sample pretest-posttest designs allow the researcher to control for the time when subjects are observed and/or which subjects are exposed to the treat-ment (Huck, Cormier, and Bounds, 1974). A pretest is vital for most quasi-experiments, and its utility is an assessment of initial dif-ference between nonequivalent groups (Cook, Cook, and Mark, 1977).

Devising an appropriate constructed control group is not a mechanical task. Prior knowledge and theoretical understanding of the processes in question is the basis for construction (Rossi and Freeman, 1982). Constructing control groups which resemble the experimental group is to be implemented using results from literature and prior knowledge. Care is to be taken in selection of variables for con-structed control groups (Rossi and Freeman, 1982).

Huck, Cormier, and Bounds (1974) present general guides for evaluating research that uses a nonequivalent control design. Selec-tion is a problem for the self-selected version of this design. The design may control for instrumentation and testing. The most likely internal validity threat in the pretest-posttest control group is selection-maturation (Cook, Cook, and Mark (1977). According to

Campbell and Stanley (1963), sources of invalidity of the quasi-experimental pretest-posttest design are interaction of selection and treatment, reactive effects to arrangements, and regression.

An alternative design strategy to control for the effects of maturation, pretesting, regression, and contemporary history begins with several groups which are pretested at the same time but which are posttested at different intervals of time (Isaac and Michael, 1982). By adding a control group with the same pretest-posttest pattern, but without the treatment, the effects of the treatment are to be assessed (Isaac and Michael, 1982).

McKenna (1982) maintains that judgments about programs and their effectiveness are commonly made by program participants, Extension educators, and public and private funding sources. The purpose of evaluation is to provide information that decision makers can use. Chelimsky (1978) discusses six possible groups of users of evaluation information for accountability purposes of federally funded agencies: federal agency policy makers and program managers, Office of Management and Budget, Congress, General Accounting Office, state and local policy makers and administrators, and the press and public. The Extension Accountability (1982) lists similar audiences, however adds the Extension worker as an audience interested for program improvement as well as accountability. Brinkerhoff, Brethower, Hluchyj, and Nowakowski (1983) identify evaluation audiences as a person or group who makes decisions based on the evaluation findings, is involved in planning or creating the program being evaluated, might be affected by the evaluation, is paying for the evaluation, runs the program being evaluated, and approves or criticizes the program.

Evaluation results are to be used effectively. Patton (1978) builds a strong case for involvement of all stakeholders in the evaluation at the formulation and negotiation stage as well as throughout the total process. Utilization of evaluation can be insured according to Patton (1978) if the purpose and objectives of the evaluation are determined and supported by the stakeholders. Forest and Marshall (1981) indicate that the benefits of improved evaluation in Extension can provide programmers, participants, administrators, and legislators with increased communication, motivation and interest in programs, increased knowledge and understanding of programs, accountability for expenditure of funds, improved decision making capabilities, and improved programs.

Due to the reduced amount of resources available today for government funded programs, it is increasingly important for Extension to conduct systematic program evaluations for program improvement and accountability. The evaluation project proposed is to provide information concerning an Extension delivery system and the resulting impact of volunteers within their communities. The objectives to be measured in this project are reflected in the four-year plan of work objectives for leadership development for Oklahoma.

Leadership, Adult Education, and Volunteerism

Stogdill (1974) indicates that the survival of a group is dependent upon leadership ability to keep members and subgroups working together toward a common purpose, maintain productivity, and satisfy member expectations regarding the leader and group. Stogdill (1974) in Handbook of Leadership reviews research on leadership theory and

practice. The comprehensive book reflects the many reports of research on leadership, however, Stogdill (1974) recommends research using experimental and control group pretest-posttest methods for leadership training to determine if change occurred after training. Yukl (1981) recommends that leadership research include the question - how do effective leaders obtain and process information and communicate relevant feedback to subordinates?

As a result of a national survey of a sample of Extension Home-makers (Rogers and Tanner, 1981), the following recommendation is made: development and refinement of leadership is vital to the growth of the organization, its members, and their communities. More opportunities for active leadership roles, leadership training, and to exercise leadership skills are recommended for members. Programs which encourage acquisition of marketable skills through volunteer service complement the educational and leadership functions of Extension Homemaker Council membership (Rogers and Tanner, 1981). Leadership training increases knowledge of the dynamics of leadership behavior, improves productivity in group meetings and eases the strain on leaders (Bradford, 1976).

Bass (1980) indicates that it is probable that those programs attempting to increase proficiencies rather than to modify aptitudes or personality traits are more likely to succeed. Nine dimensions of leader behavior used for ratings in the Ohio State leadership studies are: initiation, membership, representation, integration, organization, domination, communication, recognition, and production (Hollander, 1978). Fiedler, Chemers, and Mahar (1977) identify several rating scales to be used in leadership effectiveness training which can be used for reference when constructing tests and surveys. Wilson (1981)

provides a creative leader/manager exercise to use with training groups
as a possible needs assessment tool to determine creative traits of
leaders. The section, diagnosing learning needs, in the handbook
Training Volunteer Leaders (1974) includes a check list to determine
training needs.

Training Volunteer Leaders (1974) indicates that the theory of
adult training includes: adults learn when they have strong motivation
for learning, adults learn best when they can define their own learning
goals, and the content of learning needs to be applicable and relevant
to the participant's local group and situation. Knowles (1980) in
Modern Practice of Adult Education outlines the following steps for
development of competencies: establishment of a climate for learning,
self-diagnosis of learning needs, defining training objectives, design-
ing a training unit, and evaluation and rediagnosis. According to
Naylor (1973), volunteers participate in training for a variety of
their own reasons, but primarily they want to learn how to facilitate
the assignments which they have assumed as volunteers. Adults bring
their own experiences and knowledge to the training situation, and are
to be respected (Naylor, 1973).

Rosenblum and Darkenwald's (1983) research indicates that involve-
ment in the planning process had no effect on the achievement and
satisfaction of the adult participants. Cole and Glass (1977) report
greater achievement by adults involved in program planning than those
not involved in program planning.

> Volunteerism may be the last bastion of compassion in our
> society. To be really effective, it requires competencies
> and confidence in ordinary people to assume leadership and
> the grace to work collaboratively with all sorts of other
> leadership as well (Naylor, 1976, p. 113).

Naylor also maintains that education for volunteerism has to help people to think for themselves, to collaborate, share perspectives, and build on common interests.

The evaluation research project using the CIPP model is a vehicle to investigate the effect of providing opportunities for volunteer leaders to participate in planning training. The project investigates the premise that adults and volunteers will be more committed to the leadership training and sharing the training with others if the participants have had a voice in planning the content of the sessions.

CHAPTER III

RESEARCH METHODOLOGY

This evaluation research project was planned to analyze the effects of the involvement of volunteer leaders in planning leadership development workshops and assessing the results of the workshops. The CIPP model provided systematic feedback during the planning and implementation of the workshop. It was expected that the information would be valuable in planning and evaluating program delivery effectiveness. The research design, techniques used in the sampling, instrumentation, and the data analysis were described in this chapter.

Research Design

The project utilized a modified CIPP evaluation model. The context, input, process, and product evaluation involved quantitative and qualitative methods. The research design was a quasi-experimental design (modified separate-sample, pretest-posttest design) which employed experimental and control groups.

The experimental group consisted of Extension homemakers from a random sample of counties in each Extension district in Oklahoma. Five officers and leaders (president, vice-president, secretary, treasurer, and membership chairman) from each county selected were asked to participate in needs assessment (context evaluation) and program (input evaluation) planning process. The control group involved a group

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of Extension homemakers from a random sampling of counties not par-
ticipating in the needs assessment and the planning process. Comparison
of the attitudes of participants of the two groups and the follow-up
activities of the two groups assessed if adults' participation in the
planning of leadership training improved their attitude and commitment
to the training.

The context evaluation was a needs assessment. A random sample
of volunteer Extension Homemaker leaders were surveyed to assess their
expressed needs in leadership training. The results of the needs
assessment were analyzed to determine the objectives of the training
workshop, and the strategies for development. The results were mailed
to the participants and officers and leaders of the Oklahoma Extension
Homemakers Council (experimental group).

Program Evaluation and Review Technique (PERT) was used to formu-
late the input evaluation. The randomly selected volunteer Extension
homemakers were surveyed to assist in selection of teaching methods
for implementation of the training workshop.

The process evaluation utilized pretests and posttests for the
four district training sessions. Existing instruments were used as
guides for the design in the development of the pretest and posttest
to measure the objectives of the workshop. The process evaluation
used the progress on the PERT chart as a method of monitoring imple-
mentation of the project, and provided feedback to the specialist and
volunteer leaders in charge of the workshops.

The product evaluation involved the follow-up survey of the
experimental group of county participants who participated in the
planning process, and the control group of non-participants in the

planning process. The follow-up survey was conducted at the 12-month

time line. Qualitative interviews were conducted with a random sample

of participants at the 12-month time line. The number of volunteer

hours contributed and the number of persons trained and assuming leader-

ship positions in their organization and in their communities were the

indicators used to quantify the results of the leadership training and

the multiplier effect of the leader training concept. The research

design was represented in Table I.

TABLE I

QUASI-EXPERIMENTAL RESEARCH DESIGN

Group	Context	Input	Pretest	Treatment	Posttest	Follow-up Survey
R E	0 X	0 X	0	X	0	0
R C			0	X	0	0

Population and Sample

The enrollment of Oklahoma Extension Homemakers membership was

19,200 in the 77 counties in Oklahoma in 1983. The population for the

district leadership development workshops involved approximately five

county officers and/or committee chairmen from each county for a total

of 385 participants. Other leaders participating were state officers

and committee chairmen for a possible 75 additional participants making

the combined total 460. The sample size according to the table for determining sample size from a given population (Fitz-Gibbon and Morris, 1978) for the population of 460 was 210.

Four Extension districts in Oklahoma were used to divide the 77 counties into training and organizational areas. A leadership workshop was held in each of the districts. A random sample of 22 counties was drawn for the experimental group. One hundred and ten Extension homemaker leaders across the state were involved in the experimental group assigned to participate in planning the workshops. The control group, not involved in the preplanning of the training, was a random sample of 22 counties with the possibility of 110 leaders participating in the workshops. One county in each of the two groups did not participate, making 42 counties with 210 possible participants. Officers and committee chairmen from each county were asked to participate in the leadership development workshops, therefore counties were selected randomly from each district and the designated officers and committee chairmen were the leaders involved in the research evaluation process. Since the workshop involved leaders working as a county group, this method of selecting county groups resulted in a quasi-experimental research design.

Needs Assessment of Experimental Group

To involve county leaders in the planning of the district leadership workshops, a needs assessment was conducted by surveying the leaders in the experimental group. The needs assessment used competencies identified for effective leaders by Training Volunteer Leaders (1974). The respondents were asked to indicate the number

representing their need for training in the leader competency or skill
listed. The code for answering questions was: 1) I DO NOT need
training, 2) I DO NOT KNOW if I need training, 3) I need VERY LITTLE
training, 4) I need SOME training, and 5) I need EXTENSIVE training.
The mean score for each item was computed, and the priority needs were
included in the training. A letter was sent to the experimental group
indicating the results of the needs assessment and inviting the leaders
to the district training in November, 1983. A copy of needs assessment,
results of the data analysis, and letter to the experimental group is
included in Appendix D.

The input evaluation involved the development of the PERT chart
and the response of the experimental group to a survey of learning
techniques. The learning techniques survey was sent to the experimental
group with the results of the needs assessment. The survey and the
data analysis are included in Appendix D.

Materials were developed by the specialist who is the state
adviser for the Extension Homemakers Council and the state officers,
who had received prior training at a Southern Leadership Conference in
Jackson, Mississippi. Some of the materials were patterned after the
training received at the leadership conference, and some materials were
designed specifically to meet the needs expressed by the members of
the experimental group. The priorities identified by the needs assess-
ment and the corresponding program elements are presented in Table II.

A training session and planning workshop was an important portion
of the workshop preparation. Extension homemaker officers and leaders,
district home economists (who serve as advisers to district officers of
the Extension Homemakers Council), the Interim Associate Dean for Home

TABLE II

LEADERSHIP WORKSHOP COMPONENTS

Needs Assessment Priorities	Leadership Workshop Component
Skills in applying leadership concepts	Developing your leadership skills Leadership survival kit Treasurer's workshop
Helping group relate to state and national organization	Committee goals Certified volunteer unit
Communication skills	Communications for officers
Helping members give and receive feedback	Leadership survival kit Communications for officers
Helping group become more inventive and creative in program planning	Developing your leadership skills
Knowledge of stages of group development	Membership recruitment
Developing goals which guide organization	Committee goals
Understanding why members join and continue to belong to groups	Membership recruitment

Economics, Cooperative Extension, and the state adviser participated in the planning and training session. The state adviser had prepared a notebook with all the training materials, and planning worksheets for the district workshops for each leader at the session. The materials, films, simulated role plays, creative activities, and other components were discussed thoroughly with the state leaders who assumed the responsibility for training in all four districts. The membership recruitment session was the only component which was handled by a different membership committee member in each district. The basic materials used were the same in all districts.

The PERT outlined the time line for the development of the training sessions, evaluation instruments, and the analysis of the data (Appendix A). The training involved the total state of Oklahoma in four different districts. Coordination and planning were vital components for the implementation of the program. The PERT was a valuable management tool.

Instrumentation

The instruments used in the study were developed and adapted from other instruments to meet the needs of the evaluation research. The context evaluation required the use of a needs assessment instrument which determined the perceived needs of volunteer Extension homemaker leaders. A request was made to use and adapt functions and competencies of volunteer leaders (Training Volunteer Leaders, 1974). Adaptations were made based on a review of literature (Boyle, 1981; Chmura, 1981; Fiedler and Chemers, 1977; Isaac and Michael, 1982; Naylor, 1976; Yukl, 1981). Further suggestions were obtained from state officers of the Extension Homemakers Council.

A panel of experts was used to test the validity of the instrument. The panel consisted of a home economics education professor with expertise in evaluation, a home economics education associate professor, a district Extension home economist who works with Extension homemaker leaders, and a state Extension homemaker officer. Suggestions of the panel were incorporated into the instrument. A group of Extension homemakers, not participating in the leadership workshops, was used to determine the reliability of instruments. The test was administered two times and the results were used to determine the reliability of the test. The coefficient of correlation, Pearson's product-moment coefficient of correlation (r=.86), was used to indicate the level of reliability (Bartz, 1981; Guilford, 1956). Adjustments were made as indicated.

The instrument used for the input evaluation was a survey for assessment of the preferred learning methods of the experimental group members. An existing instrument from Training Volunteer Leaders (1974) was used with permission of the National Council of Young Men's Christian Associations.

The PERT was used for the input evaluation as well as the process evaluation. The use of the PERT was appropriate for the CIPP evaluation model as the monitoring of the total project provided feedback for context, input, process, and product evaluation. The process evaluation included the following instruments: qualitative record of county plans, pre-post tests, and attendance records. Pre-post tests were developed based on the objectives of the workshop and literature review (Cross, 1973; Fiedler and Chemers, 1977; Morris and Fitz-Gibbon, 1978b; Seeley, 1981; Sudman and Bradburn, 1982; Training Volunteer Leaders, 1974).

The instruments were checked for validity by a panel of experts. The panel consisted of a home economics education professor with expertise in evaluation, a home economics education associate professor, and an Extension specialist who works with volunteer leaders. Extension home-makers, not participating in the project, were administered the instruments (test-retest) two weeks apart to determine the reliability of the instruments. The Pearson product-moment coefficient of correlation was used to determine the reliability of the instruments (Bartz, 1981; Guilford, 1956). The r value was .81. Adjustments were made as necessary (Appendix E).

The product evaluation used the following instruments: follow-up surveys, and qualitative interviews at the 12-month time line. The follow-up survey was modeled from an existing instrument (Backstom and Hursh-Cesar, 1981; Dillman, 1978; Sudman and Bradburn, 1982; Templin, 1979) and developed on the basis of the objectives of the training session. The qualitative interview instrument was developed based on literature review of qualitative measures (Berk, 1981; Patton, 1980; Rossi and Freeman, 1982; Sudman and Bradburn, 1982). The follow-up survey was validated using a panel of experts (panel previously identified for the other instruments), and reliability was checked by a test-retest of the instruments two weeks apart. Pearson's product-moment coefficient of correlation was used to determine reliability of the survey (Bartz, 1981; Guilford, 1956). Extension homemakers, not participating in the project, were used for reliability check of the instruments (r=.69). Adjustments were made as indicated (Appendix F). A summary of the instruments used was included in the table of evaluation instruments and respondents located in Appendix B.

Analysis of Data

Responses to the items on the pretest, posttest, and follow-up
survey were coded and the data were keypunched onto the computer
system. The Statistical Analysis System (Barr, Goodnight, Sall, and
Helwig, 1982) was used for analysis of the data. The level of
significance was .05.

Chi-square was used to test for significant differences between
the experimental and control groups. Analysis of variance procedure
was selected to test for significant differences between gain scores
of officers and district participants on the knowledge portion of the
follow-up survey, the pretest, and posttest. The t-test procedure
analyzed gain scores of the pretest and posttest, posttest and follow-
up survey, and pretest and follow-up survey for hypothesis three. The
means of self-report items on the follow-up survey were examined to
compare experimental and control groups' involvement in the community
and involvement in leadership development program for hypothesis four.

The qualitative interviews provided additional information for
interpretation and recommendations (Appendix G). County officers
and local group officers were interviewed concerning the effectiveness
of the district and county leadership training.

CHAPTER IV

FINDINGS

The purpose of the quasi-experimental research design was to
determine the effects of involving volunteer Extension homemaker leaders
at the county level in planning leadership development workshops. The
objectives for the study were: 1) to assess if an in-service leader-
ship development program based upon the expressed needs of Extension
homemaker volunteers was associated with acceptance of the program; 2)
to assess if involving Extension homemaker volunteers in the program
planning was related to acceptance of the leadership development pro-
gram by the volunteers; 3) to assess if participation in the leadership
development program was related to changing the knowledge of leadership
skills of the volunteers; and, 4) to assess if Extension Homemaker
volunteers with the most involvement in the leadership development
program were associated with more leadership contributions in their
local communities and counties. The procedure in this chapter was to
set forth and analyze the findings which resulted from the needs
assessment, pretest, posttest, and follow-up survey responded to by
experimental and control groups of participants of the leadership
development workshops.

Population and Sample

The enrollment of Oklahoma Extension Homemakers membership was

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19,200 in the 77 counties in Oklahoma in 1983. The district leadership development workshops involved approximately five county officers and/or committee chairmen from each county for a total of 385 participants. Other leaders participating were state officers and committee chairmen for a possible 75 additional participants making the combined total 460. The sample size according to the table for determining sample size from a given population was 210 (Fitz-Gibbon and Morris, 1978).

The quasi-experimental research design involved a random sample for the experimental and control groups. The experimental group was involved in participating in planning the workshops, and the control group was not involved in planning the workshops. Refer to Chapter III for details of sampling procedure.

The county leaders invited to attend the workshop were: president, vice-president, secretary, treasurer, and membership chairman. Representation from all counties was not 100 percent, and not all of the 77 counties participated in the training. The attendance for all four districts totaled 400 including the county Extension home economists. The home economists were not included in the study. Approximately 328 county volunteer leaders participated in the training sessions. In one district, the vice-presidents were not invited due to shortage of space at the training site. The usable responses of participants from the experimental and control groups for the pretest and posttest were 126, 60 percent of the total possible sample. All of the participants were requested to respond to the instruments and only the responses of the experimental and control groups were analyzed. Reasons for loss of respondents included leaders not attending the workshop, participants arrival after the pretest was administered, and

participants who left before the posttest was administered. The random sample of counties drawn was as identified in Table III. Included in Table XIV in Appendix C were the districts and counties.

TABLE III

SAMPLE OF COUNTIES

Group*	District	County
1	1**	08, 09, 26, 29, 38, 71***
2	1**	05, 14, 28, 33, 34, 44
1	2	10, 31, 40, 48, 67
2	2	07, 12, 32, 50, 43
1	3**	11, 18, 19, 46, 72, 73
2	3**	01, 21, 51, 53, 57, 74
1	4	22, 24, 27, 76, 77
2	4	02, 04, 06, 13***, 42

*1 is experimental group, 2 is control group.

**Membership in districts 1 and 3 is larger than other districts.

***Counties not participating in project.

The follow-up survey was sent to both experimental and control groups of homemaker leaders. One-hundred and forty responses, which

represented 67 percent return, were usable. An item on the follow-up
survey asked for the tenure of the respondent in the Extension Home-
makers organization. The majority of the 140 survey respondents was
experienced members. Six percent of the respondents had been members
for three years or less. County leadership usually required pre-exper-
ience in local group leadership for eligibility at the county level.
The distribution of tenure for leaders in the experimental and control
groups was as identified in Table IV.

TABLE IV

TENURE OF PARTICIPANTS IN EXTENSION HOMEMAKERS
(N=140)

Sample	14 Years and Under	15-30 Years	Over 30 years
Total Sample			
Number	71	41	28
Percentage	51	29	20
Group 1 (Experimental)			
Number	32	27	12
Percentage	45	38	17
Group 2 (Control)			
Number	39	14	16
Percentage	57	20	23

<u>Treatment</u>

To involve county leaders in the planning of the district leader-
ship workshops, a needs assessment was conducted by surveying the
leaders in the experimental group. The needs assessment used
competencies identified for effective leaders by <u>Training Volunteer</u>
<u>Leaders</u> (1974). The respondents were asked to indicate the number
representing their need for training in the leader competency or skill
listed. The code for answering questions was: 1) I DO NOT need
training, 2) I DO NOT KNOW if I need training, 3) I need VERY LITTLE
training, 4) I need SOME training, and 5) I need EXTENSIVE training.
Seventy-seven of the 110 leaders in the experimental group, or 70
percent, responded to the needs survey. The mean score for each item
was computed and the priority items which respondents indicated needs
were included in the training. A letter was sent to the experimental
group indicating the results of the needs assessment and inviting the
leaders to the district training in November, 1983. A copy of needs
assessment, results of the data analysis, and letter to the experimental
group are included in Appendix D.

The input evaluation involved the development of the PERT chart
and the response of the experimental group to a survey of learning
techniques survey. The learning techniques survey was sent to the
experimental group with the results of the needs assessment. Seventy
volunteer leaders or 64 percent responded to the learning techniques
survey. The survey and the data analysis are included in Appendix D.

<div align="center">Examination of Hypotheses</div>

Four hypotheses were examined in an effort to identify significant

differences between the two groups. Using the statistical procedures identified in the previous chapter, the appropriate computations were completed. The results of these calculations are discussed in the following pages.

Leadership Development Workshop

H_1: There is no significant difference between the acceptance of the leadership development workshop and involvement in expressing what needs to be learned.

Items on the follow-up survey were used to test the possibility of significant differences between the experimental and control groups in acceptance of the leadership development workshop. Section III of the follow-up survey (Appendix F) asked the respondents to describe their feelings toward the district leadership workshops held in November, 1983. Three major categories were identified, general meeting arrangements, workshop, and participant change. The respondents were asked to indicate on a seven point rating scale their feelings about the workshop from excellent (7) to unsatisfactory (1), and to indicate their feelings about change in themselves from improved to no change. The semantic differential technique requested the participants to indicate their evaluation of the items listed, and thus, portrayed their degree of acceptance of the leadership workshop.

Chi-square was the analysis utilized for each of the 20 variables of Section III. The results of the analyses indicated significant differences at the <.05 level between the experimental and control groups for the following items: item number three, location of the training session; item number 10, stimulated interest and thinking;

item number 13, overall evaluation of the workshop; and item number 15,

participant change in skill and ability. No other items resulted in

significant differences between the two groups. The results of the

chi-square analysis are represented in Table V. Hypothesis (H_1) was not

completely rejected due to the significant differences between the

experimental and control groups' attitudes toward the above mentioned

variables. The chi-square analysis of the remaining variables is

listed in Table XVI in Appendix H.

Location of the workshops influenced the attitude of the partici-

pants regarding the length of day involved, miles traveled, and cost

involved. The more positive attitude of the experimental group

indicated involvement in the needs assessment possibly produced a

higher degree of acceptance than that of the control group.

A higher score for stimulation of interest for the workshop partici-

pants pointed to the experimental group's acceptance of the content of

the day. The involvement of the experimental group in determining the

topics covered for the workshop was a possible factor in their responses.

The participation in the program planning process was possibly influen-

tial in producing a more accepting attitude toward the overall evalu-

ation of the workshop by the experimental group. Though both groups

responded positively to this variable, the significant difference

between the groups represented a more positive range of approval by

the experimental group.

The experimental group was instrumental in identifying competencies

related to skills and abilities, and learning techniques. That involve-

ment was possibly reflected in a higher score in response to the

variable, improved skills and abilities. Participants developed a

TABLE V

ANALYSIS OF VARIABLES IN SECTION III OF FOLLOW-UP
SURVEY REPRESENTING ACCEPTANCE OF
THE LEADERSHIP WORKSHOP

Group	Variable	n	No Response	Frequency of Response			
				1-4*	5	6	7
1	Location	90	39	4	7	15	25
2	Location	91	49	8	11	3	20
χ^2 10.319	p<.05						
1	Stimulated interest	90	45	1	6	14	24
2	Stimulated interest	91	51	9	6	5	20
χ^2 10.769	p<.05						
1	Overall evaluation	90	46	4	3	20	17
2	Overall evaluation	91	52	8	9	8	14
χ^2 9.49	p<.05						
1	Skill/Ability	90	46	5	21	13	05
2	Skill/Ability	91	52	12	13	05	09
χ^2 9.195	p<.05						

*Responses 1-4 were combined for the chi-square analysis since the response rate for these items was limited.

sense of ownership with the program. In response to the needs assess-
ment, the topics identified were a substantial portion of the leadership
training workshop.

Leadership Development Program

H_2: There is no significant difference between acceptance of the
leadership development program and involvement in program planning.

Section II of the follow-up survey indicated the acceptance of
the leadership development program by inquiring if follow-up training
was held in their county and which items taught at the district work-
shop were taught in the county. Chi-square was used to analyze each
item. No significant differences existed between the two experimental
and control groups, therefore, Hypothesis (H_2) was not rejected. Table
XVIII in Appendix H includes the chi-square analyses of the data.

The items representing the most use in county training were the
leadership survival kit, developing your leadership skills, and
communications (Table XVIII, Appendix H). The concepts covered in
these sessions were rated highly in the needs assessment by the
experimental group. The replication of these topics for the county
training sessions demonstrated that the district training met the
needs of the county leaders.

Leadership Skills

H_3: There is no significant difference between the knowledge of
leadership skills of Extension Homemaker volunteers and participation
in leadership development workshop.

Pretest, posttest, and Section I of the follow-up survey were
used to analyze knowledge gain after participating in the leadership

workshop. The t-test was used to analyze the gain scores of pretest and posttest, pretest and follow-up survey, posttest and follow-up survey (Table VI). No significant differences existed between the experimental and control groups, therefore Hypothesis (H_3) was not rejected. The input of the experimental group in the planning of the workshop program did not affect achievement for this group. Since both groups were motivated by their need for training, this could explain no differences as a result of program planning participation.

TABLE VI

t-TEST ANALYSIS OF KNOWLEDGE OF LEADERSHIP SKILLS

Group	Variable	N	Mean	Standard Deviation	t Value
1	Pretest	70	17.00	3.55	1.47
2	Pretest	68	17.86	3.34	1.47
1	Posttest	69	19.63	2.99	.59
2	Posttest	61	19.95	3.03	.59
1	Follow-up	73	15.85	3.14	.06
2	Follow-up	71	15.81	3.47	.06
1	Gain Score Pre-Post	66	10.66	12.01	1.08
2	Gain Score Pre-Post	60	8.13	13.95	1.09
1	Gain Score Pre-Follow	53	9.21	13.53	.42
2	Gain Score Pre-Follow	49	8.13	12.54	.41
1	Gain Score Post-Follow	52	-2.25	12.20	1.11
2	Gain Score Post-Follow	41	.47	11.35	1.10

Knowledge Gain. The data were further analyzed to discern if
there was a significant gain score for both experimental and control
groups combined. The t-test analyses of both groups on gain scores
resulted in the alpha level of <.0001 for the gain scores between
pretest and posttest and the gain score between pretest and follow-up
survey (Table VII). The gain scores for the total group indicated
that the workshop was successful in teaching volunteer leaders know-
ledge about leadership skills.

TABLE VII

GAIN SCORES ON KNOWLEDGE SURVEY

Group	Variable	N	Mean	Standard Deviation	t Score	p
Total	Pre-Post	126	9.46	12.98	8.18	<.0001
Total	Pre-Follow	102	8.69	13.01	6.75	<.0001
Total	Post-Follow	93	1.048	11.85	0.85	>.39

The analysis of variance procedure statistically determined that
significant differences, <.05, occurred in the gain scores of officers
between the pretest and posttest scores (Table VIII). Examination of
mean scores of officers indicated that the treasurers and membership
chairmen from both experimental and control groups had larger gains in
pretest-posttest scores. The mean scores for the officers are recorded
in Table IX. The concepts covered in the treasurers' and membership
chairmen's sessions were very recently adopted by the state organization,

therefore, tenure in the organization was not a factor for the pretest scores. Those particular groups had more new information to learn. Since the follow-up survey knowledge score indicated a decline in mean score from the posttest score, recommendations were made to reinforce the new concepts with additional training sessions, information in written materials, and newsletters.

TABLE VIII

ANALYSIS OF VARIANCE OF OFFICERS' GAIN SCORES
ON KNOWLEDGE SURVEY

Source	df	ANOVA SS	F Value	p
Dependent Variable: Pre-Post Gain Scores				
Office	4	1220.114	2.46	<.05

TABLE IX

OFFICERS' MEAN GAIN SCORES ON PRETEST-POSTTEST

Office	Mean Score
President	5.833
Vice-President	8.333
Secretary	9.176
Treasurer	15.130
Membership Chair	13.428

Volunteer Leadership Contributions

H_4: There is no significant difference between Extension home-
maker volunteer leadership contributions in their local communities
and counties and the amount of involvement in the leadership develop-
ment program.

Items on the follow-up survey indicated involvement of the leaders
in other community organizations, donation of volunteer hours to
Extension Homemakers, donation of volunteer hours to other community
organizations, number of Extension homemakers taught, and number of
other persons taught. Chi-square analyses resulted in no significant
differences between the experimental and control groups in participa-
tion in these organizational groups. As a result of analyses of the
data Hypothesis (H_4) was not rejected (Table XIX, Appendix H). The
organizational types with the greatest reported participation of both
groups are church, civic, senior citizens, and OSU advisory groups.
Networking with other groups helped the organization increase their
reach within the community.

Number of volunteer hours contributed each month and number of
persons taught were examined by comparison of mean values. No signifi-
cant differences existed between the experimental and control groups
in the mean volunteer hours reported or the mean number of persons
taught, therefore, Hypothesis (H_4) was not rejected. The data are
listed by means and standard deviations in Table X. Review of the data
indicated that both the experimental and control groups were committed
to contributing volunteer hours to the Extension Homemakers organization
and other community organizations. The multiplier effect of leaders
teaching others was evident in the average number of persons taught by

members of both groups. The donation of volunteer hours each month to Extension Homemakers and other community organizations and agencies, represented documentation of additional resources contributed to the educational and service programs and projects. These factors contributed to the evaluation of the leadership development program of the Cooperative Extension Service, in addition to the examination of the hypotheses cited.

TABLE X

SUMMARY OF LEADERS' REPORTS OF VOLUNTEER HOURS
PER MONTH AND PERSONS TAUGHT

Group	Variable	Number	Mean	Standard Deviation	$\underline{t}$ Value
1	EH Hours	69	16.71		
2	EH Hours	68	14.26	14.55	.17
1	Other Hours	62	16.37		
2	Other Hours	61	19.66	17.11	.01
1	EH Taught	53	27.32		
2	EH Taught	56	32.03	24.73	.19
1	Others Taught	38	24.02		
2	Others Taught	37	19.13	27.08	.18

$p < .05$

The mean hours contributed each month to Extension homemakers by each officer were compared. The examination indicated that the presidents contributed at least 10 more hours each month than the other officers (Table XI). That difference was not surprising due to the role and responsibilities of the county president. Persons assuming those responsibilities were committed to the organization and supportive of the goals and mission of the organization when they assumed the office, therefore involvement in the leadership development program of the Extension Service and Extension Homemakers organization was perceived as a regular occurrence. Emphasis for several years on leadership training, and involvement of Extension Homemakers officers and leaders in planning and teaching the training sessions produced motivational (ownership) feelings for the leaders and positive attitudes toward leadership training.

TABLE XI

NUMBER OF HOURS CONTRIBUTED TO EXTENSION HOMEMAKERS
EACH MONTH BY THE FIVE OFFICERS SURVEYED

County Officer	n	Mean Hours	Total Hours
President	31	24.77	768
Vice-President	25	15.96	399
Secretary	27	12.33	333
Treasurer	31	10.93	330
Membership Chair	23	12.35	284

Other variables compared for contributions to the community represented no obvious differences in the commitment of the various officers (Table XII). An interesting aspect of the results was to note that the membership chairmen indicated a high commitment to teaching others and donating hours to other organizations. Often the county membership chairman was selected for her/his gregariousness, and networking abilities as the membership recruitment leader for the county. The higher reported participation for the membership chairmen supported this premise. Collection of data from a random sample of Extension homemaker members for comparison purposes with the officer data was suggested as a topic for further research to assess the relationships of community involvement and Extension homemaker leader involvement.

Responses to Qualitative Survey

Two county officers and two local group officers were interviewed in eight counties drawn randomly from the total sample. A total of 29 interviews was conducted. The responses (data) were taped. At the time of the interviews, some participants were not available due to emergencies requiring their presence. Leaders from both the experimental and control groups were interviewed. A variety of information was secured, however, no noticeable differences were observed between the members of the experimental and the control groups. The county officers expressed satisfaction with the leadership development workshops, and indicated that the workshop was helpful to them in performing their duties in the counties.

The attitudes of the interviewees were positive toward the Extension homemakers organization and the leadership development workshops.

TABLE XII

RESULTS OF SURVEY REPRESENTING CONTRIBUTIONS
OF VOLUNTEERS TO THE COMMUNITY

Variable	n	Mean	Total
		President	
Other Organization Hours	29	17.14	497
Extension Homemakers Taught	25	33.84	846
Others Taught	21	22.76	478
		Vice-President	
Other Organization Hours	23	16.65	383
Extension Homemakers Taught	22	32.32	846
Others Taught	13	16.69	217
		Secretary	
Other Organization Hours	21	16.23	341
Extension Homemakers Taught	21	18.38	386
Others Taught	13	22.46	292
		Treasurer	
Other Organization Hours	27	12.00	324
Extension Homemakers Taught	22	32.14	707
Others Taught	14	14.07	197
		Membership Chairman	
Other Organization Hours	23	20.04	461
Extension Homemakers Taught	19	31.16	592
Others Taught	14	31.21	437

Some responses were: 'well organized;" "members were involved;"
"speakers gave things we could use;" "audience was able to ask
questions;" "I liked the workshop, especially the creativity items;"
and "have used treasurers training for record keeping since starting
my own business." These comments support the premise that involvement
of members in needs assessment and program planning identified training
needed in certain competencies required for leaders, even though for
Hypothesis (H_1) no significant differences resulted between the experi-
mental and control groups except in four variables: attitudes toward
location, stimulation of interest in workshop, evaluation of the total
workshop, and skills and abilities improved.

The county training sessions were varied in relation to the dis-
trict training sessions. Several counties used only a portion of the
materials presented at the district session; some counties replicated
the training as closely as possible. No differences in degree of
replication of district training between the experimental and control
groups were reported by leaders interviewed.

The portion of the training titled "Leadership Survival Kit" was
mentioned by 10 persons as the highlight for them at the district
training session. Seven reported that they had given this portion or
asked a state officer to present the session at their county training.
The "Leadership Survival Kit" was a presentation using visuals to
emphasize the importance of certain traits for successful leaders. The
popularity of this session indicated that training with well organized
sessions using attractive and visible presentation aids was on track.

The enthusiasm of the program leaders was mentioned by seven
interviewees. Comments were "the attitude of the state leaders made

people feel welcome" and "liked enthusiasm of people." The skits or
simulated role plays on communications with others were highlighted
by 11 interviewees. Responses included: "I liked the instruction on
how to involve others;" "I have grown in my ability to work with people;"
"enjoyed the interaction of people;" "I liked the skits;" and "I was
involved in one of the skits on how to communicate and get your ideas
accross to other people." The needs assessment rated competency in
communication as a priority need. The learning techniques survey
results identified setting up role plays as a competency in which
leaders needed training. The comments quoted from the interviewees
supported this need, and identified the usefulness of the leadership
development workshop in meeting this need. The involvement of the
leaders in identifying needs resulted in a training session which was
beneficial to all the persons involved. For future training sessions,
a needs assessment of a sample group was recommended as an adequate
representation of the total group's training needs.

The local group officers responded that some of the county train-
ing was helpful to them. Four expressed the need for more training
in performing the responsibilities of their offices and committees;
others were experienced leaders in their communities and felt they
had the skills needed to perform their duties. When asked the question
about helps for a new officer, the leaders identified the county
Extension home economist as a resource for leadership development and
officer skills. Experienced leaders within the community and county
were also recognized as valuable resources for knowledge about officers'
responsibilities and organizational helps. More printed materials were
recommended for informing leaders about the expectations of certain
officers.

Nine persons mentioned that the leadership development program of Extension homemakers had assisted them in gaining confidence, especially in speaking before a large group. Some comments were: "I feel more confident as an officer;" "I was shy and did not get in front of people before I was an officer;" "I am more assertive in expressing opinions, not as timid and shy;" "I feel I am more outward going and more confident;" and "I am more confident in giving a presentation before a group." In relation to Hypothesis (H_4), the previous comments were supportive of the statement that the more involvement in the Extension homemakers leadership development program resulted in more involvement in community organizations. As persons gain more confidence in their abilities, they stretched their volunteer contributions to other organizations.

The need for help with skills in recruiting and retaining members was expressed by eight leaders when suggestions were requested for future training sessions. Ten interviewees indicated that assistance was needed for the reporting procedures of the organizations; five suggested strongly that the whole reporting system be revised and simplified; five requested workshops on reporting at district and state meetings. Responses to weaknesses observed in the program were: "redo the report forms, they are not clear;" "our members are tired of doing reports;" "I don't like reports at the end of the year, even though I think they are necessary;" and "we have just finished doing county reports, we need an easier way of reporting." The previous comments provided direction for the organization when evaluating some procedures.

The experiences of the interviewees were varied--from a young homemaker with a new baby who is an officer of a newly organized group, officers with six to ten years tenure, to some leaders with 30 years of experience. The results of the qualitative interviews were supportive of the quantitative results of the data analysis. This leadership training program was planned based on the needs assessment of the experimental group. The results of the assessment seemed to reflect the needs of the total group, since there were no significant differences between the groups except for four variables reflecting attitude. The results are summarized in the following chapter.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

The purpose of this study was to assess an approach for collecting
valid evidence for the accountability of an Extension leadership
development program for volunteer homemakers and to assess the effects
of the involvement of volunteer leaders in planning leadership workshops.
The CIPP model developed by Stufflebeam (1983) was used to conduct the
evaluation research. The CIPP model allowed for regular feedback
during the total process of planning, implementation, and evaluation
of the leadership workshop.

Findings and Conclusions

Four null hypotheses were tested and the following conclusions
drawn. H_1: There is no significant difference between acceptance of
the leadership development workshop and involvement in expressing what
needs to be learned. The researcher determined that this hypothesis
was not to be completely rejected due to significant differences
between the experimental and control groups for four of the variables
tested.

The experimental group participants displayed significant
differences in attitudes for the following variables: location of the
training session, stimulation of interest and thinking of the workshop,
overall evaluation of the workshop, and participant reported change in

skill and ability. The more positive attitude of the experimental group indicated involvement in the needs assessment possibly produced a greater degree of acceptance than the control group as did McLoughlin's (1971) research which reported more positive attitudes from adults participating in program planning. The researcher concluded that a more sensitive measure of attitudes was needed before any generalization of attitudinal change could evolve. The one day training sessions limited the amount of exposure to attitudinal change process. Follow-up contacts over an extended period of time were proposed for more thorough instruction for needed concepts. The time span from the completion of the leadership workshop until the follow-up survey was administered was a factor that affected the measure of attitudes. Participants had a difficult time responding in detail to all the items on the semantic differential scale due to the lapse of time since the training.

H_2: There is no significant difference between acceptance of the leadership development program and involvement in the program planning. The researcher found that the hypothesis would not be rejected since no significant differences existed between variables tested for the experimental and control groups. The results agree with Rosenblum and Darkenwald's (1983) research which indicated that involvement in the planning process had no effect on the satisfaction of the adult participants. As with Rosenblum and Darkenwald's (1983) research, the acceptance of the program was high for groups involved in the planning and groups not involved in the planning. The Extension Homemaker leaders identified favorably with the program presenters who were state and district officers of their organization.

The results of the analysis of the survey responses indicated that the concepts which rated high in the needs assessment and the learning techniques survey were the concepts which were included in the county leadership training. This replication gave credence to the conclusion that the district training topics were relevant to the needs of the volunteer leaders.

H_3: There is no significant difference between the knowledge of leadership skills of Extension Homemaker volunteers and participation in leadership development workshop. No significant differences existed between the experimental and control groups; therefore, this hypothesis was not rejected. The input of the experimental group in the planning of the workshop program failed to affect achievement for this group. As was surmised by Rosenblum and Darkenwald (1983), both groups were motivated by their need for training and resulted in no differences in achievement between the groups. McLoughlin (1971) also reported that no evidence was found that participation in program planning affected achievement. These results were opposed to Cole and Glass's (1977) report that greater achievement occurred for adults involved in program planning in comparison to adults not involved in program planning. Knowles (1980) delineated as one of the steps for development of competencies for adults, the self-diagnosis of learning needs. Naylor (1976) maintained that education for volunteerism has helped people collaborate, share perspectives, and build on common interests. The results of this research indicated that the diagnosis of learning needs for a large group was successfully achieved by surveying a random sample of the group.

The data were analyzed to discern if there was a significant gain score for both experimental and control groups combined. The t-test analyses resulted in the alpha level of < .0001 for the gain scores between pretest and posttest and the gain score between pretest and follow-up survey. The gain scores for both groups indicated that the workshop was successful in teaching volunteer leaders knowledge about leadership skills. There was an absence of significant gain scores from the posttest to the follow-up survey. The researcher concluded that new information from district leadership training programs of Extension homemakers needs to be reinforced and expanded by planned programmatic efforts at the local, district, and state levels.

Examination of mean gain scores of officers indicated that the treasurers and membership chairmen from experimental and control groups had larger gains in pretest-posttest scores. The new information and procedures presented to the treasurers and membership chairmen were recently adopted by the state organization, therefore, past experience in the organization was not a factor for the pretest scores. Those particular groups had more new information to learn. Membership dues were raised and due at a new time, and special interest groups were introduced for the first time. Since the follow-up survey knowledge score indicated a decline in mean score from the posttest score, the researcher concluded that reinforcement of the new information was advisable to enable retention.

H_4: There is no significant difference between Extension home-maker volunteer leadership contributions in their local communities and counties and the amount of involvement in the leadership development program. No significant differences resulted between the experimental

and control groups, therefore, the hypothesis was not rejected.
Emphasis for several years on leadership training that included involvement of Extension Homemaker officers and leaders in planning and teaching the training sessions, resulted in motivational (ownership) feelings for the leaders and positive attitudes toward leadership training. The researcher concluded that the feeling of proprietorship possessed by these volunteers not only sparked their leadership abilities in Extension homemakers, but spread to other volunteer organizations in the community. Therefore, the researcher suggested the continuation of the leadership training programs to better equip volunteer leaders with competencies to become involved in the decision-making process within their communities.

The responses to the qualitative survey (personal interviews) supported the quantitative analysis. The respondents identified creativity exercises for developing their leadership skills, simulated role plays in the communications session, and "Leadership Survival Kit" as portions of the leadership workshop which were replicated in the counties. These responses supported the identification of competencies in communication, creativity, and leadership skills as high priority items in the needs assessment and learning techniques surveys. Several respondents to the qualitative surveys also mentioned that the leadership development program of Extension homemakers assisted them in gaining confidence. As volunteer leaders have gained confidence, they expanded their volunteer contributions to other organizations within the community.

The CIPP model was used to conduct the evaluation research project. The model facilitated feedback to the researcher and decision makers

within the volunteer organization during the total program process. The
results of the needs assessment or the context evaluation, learning
techniques survey, and the PERT, or the input evaluation were used to
plan the workshop and train the volunteer leaders to conduct the district
leadership training workshops. The process evaluation involved the
pretests and posttests during the workshop and the plans of the county
groups at the conclusion of the session. The product evaluation con-
sisted of the pretest, posttest, follow-up surveys, and the qualitative
interviews. The results were reported to the decision makers of the
Extension homemakers organization, and resulted in some recommended
adjustments in the state Extension homemakers program. The results of
the evaluation research project were also utilized for reporting for
the Extension Accountability/Evaluation System. Evidence demonstrated
knowledge gain of volunteers as a result of the leadership workshop,
and the multiplier effect of the volunteer homemakers in teaching others
as well as contributing valuable volunteer hours to the Extension
Service and community organizations.

The CIPP evaluation model was effective for the development and
evaluation of a total program, however, it was expensive and time con-
suming. Conducting evaluation at each point in the programming
process, although desirable, was demanding for the evaluator. Designing
and/or modifying instruments for needs assessment, input evaluation,
process evaluation, and product evaluation required time and personnel
investment. Three instruments were mail surveys with postage and
materials investment. The qualitative surveys were personal interviews
which required travel expenses, time investment of the researcher,
investment of time of county home economists in arranging the interviews,

and time required by the respondents. Due to the significant investment in resources, both in time and personnel expense, the researcher concluded the development of a new program or the serious examination of a significant portion of an existing program were valid reasons for utilizing the CIPP model for evaluation research purposes.

Recommendations

The study was undertaken to assess the effects of the involvement of volunteer leaders in planning leadership workshops and to assess an approach for collecting valid evidence for the accountability of an Extension leadership development program for volunteer homemakers. Recommendations of directions for future procedures for leadership development programs and recommendations for the utilization of CIPP model in Cooperative Extension programs were detailed in the following paragraphs.

1. When another leadership training workshop is held, it is recommended that a random sample of volunteer leaders be surveyed to determine needs for leadership development training. Based on results of this study, the random sample of volunteer leaders provides valuable information for training needs.

2. It is recommended that a more sensitive measure of attitudes be developed to determine attitudinal change. The measure should be administered earlier in the time span of the evaluation process.

3. It is recommended that the leadership development training workshops be continued and the strength of the program be insured with further county leadership training, information and procedures included in advisers newsletters, and state Extension homemaker's newsletter

and publications (possibly a leadership development correspondence course), and emphasis at other district and state meetings.

4. It is recommended that the CIPP model be used by Cooperative Extension when evaluating a pilot program or carefully examining the effectiveness of an on-going program.

Implications

The findings and conclusions of this study lead the researcher to make the following statements as to the involvement of adult leaders in needs assessment and program planning and use of the CIPP evaluation model.

1. There are implications that involvement in the needs assessment and program planning of a random sample of a large group effectively predicts the needs of the total group.

2. There are implications that the location of training sessions be carefully planned to reduce travel and time involved for the volunteer leaders. With the introduction of the satellite dishes located at county Extension offices around the state, consideration should be given to having a state-wide teleconference for leadership training. State volunteer leaders would need to present the information only once. County and district volunteer leaders and Extension home economists who serve as advisers could serve as facilitators at each site. Prior training for on-site coordinators would be required to smoothly operate the total training session. The training could be video taped to be used again either locally or at other county, district, or state training sessions for reinforcement.

3. There are implications that the volunteer Extension homemaker leaders provide the multiplier effect for the leadership development

program of the Cooperative Extension Service. The county volunteer leaders took the training back to the local leaders thus expanding the outreach of the volunteer leadership development program. The commitment of the Extension volunteer leader to the Extension Homemaker's program is reflected by the leaders voluntarily devoting their time, energy, and resources to the program.

4. There are implications that objectives should be limited for a one-day workshop. The volunteers are not a captive audience, therefore, the leadership training sessions should include interaction activities, attractive visuals, and accompanying written materials for effective learning and replication in the county. Fewer objectives would allow for more thorough instruction, and better retention rate for a longer period of time.

5. There are implications that the availability of a leadership development correspondence course would provide support and reinforcement for those participating in the leadership development workshops and would further extend the information to others not able to participate in training sessions at a district or county level.

6. There are implications that the reporting procedures of the Oklahoma Extension Homemakers Council be examined and revised to better accommodate the total membership. Training should be scheduled to introduce new forms and methods for those making reports.

7. There are implications that the CIPP evaluation model could be modified and used to provide valuable information during the programming process, especially for a new program. The context and the product evaluation would be used as designed, however, the PERT could be used as the management tool to more easily accomplish the input and

process evaluation. This modification would reduce costs of implement-
ing the evaluation model, and still provide adequate feedback and
evaluation for the total program.

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APPENDIX A

VOLUNTEER LEADERSHIP TRAINING WORKSHOPS

PROGRAM EVALUATION REVIEW TECHNIQUE

Volunteer Leadership Training Workshops
Program Evaluation Review Technique

Evaluation Research Project
CIPP Model

Activities:

1. Plan evaluation research project.

   1.1 Describe purposes as characteristics of program being
         evaluated
   1.2 Determine objectives of program
   1.3 Gain approval for conducting research

2. Identify stakeholders, obtain cooperation approval of administration
      and/or stakeholders

3. Review literature

4. Select evaluation research design

5. Evaluability assessment

6. Determine population.
         Random sampling of counties

7. Develop contingency plan

8. Insure rights to privacy

9. CONTEXT evaluation - Needs Assessment

   9.1 Determine purpose
   9.2 Clarify reasons
   9.3 Determine information needs
   9.4 Secure cooperation of all involved
   9.5 Plan for assurance of human rights
   9.6 Assessment instruments
         9.6.1. Review literature
         9.6.2. Examine existing instruments
         9.6.3. Adapt existing instrument
         9.6.4. Test for validity
         9.6.5. Test for reliability
         9.6.6. Print instruments
   9.7 Plan for administration of instrument
   9.8 Administer data collection
   9.9 Tabulate data
   9.10 Analyze and interpret results
   9.11 Send results to participants
   9.12 Revise objectives if results indicate

10. INPUT EVALUATION

    10.1 PERT used to determine input needs of program
    10.2 Develop survey to assess preferred learning situations
           of county leaders
    10.3 Administer survey
    10.4 Tabulate data
    10.5 Analyze and interpret results
    10.6 Send results to participants
    10.7 Use results to assist in planning workshop implementation
           plans

11. PROCESS EVALUATION - Monitoring Evaluation

    11.1 Instrument identification and/or development
         11.1.1. Review literature
         11.1.2. Examine existing instruments
         11.1.3. Adapt and/or develop instruments
                  attendance rosters
                  pre-post tests
         11.1.4. Establish validity and reliability of instruments
    11.2 Revise methods as needed
    11.3 Administer pre-post tests at training session
    11.4 Tabulate results
    11.5 Analyze statistically
    11.6 Recommendations and report

12. PRODUCT EVALUATION - Impact Evaluation

    12.1 Identify impact indicators
           Extension administrators - state and federal
           Extension Homemaker Leaders
    12.2 Review literature
    12.3 Instrument selection and/or development
         12.3.1. Examine existing instruments and literature
         12.3.2. Develop and adapt instruments
         12.3.3. Test for instrument reliability and validity
    12.4 Plan for collecting information
    12.5 Pre-Post Tests administered at beginning and end of
           workshops in each of the four districts
    12.6 Follow-up surveys in randomly selected counties,
           and control group counties
    12.7 Follow-up interviews in randomly selected counties
           and control group counties
           (qualitative information)
    12.8 Statistical analysis of data
    12.9 Analysis and interpretation of results

13. Reports on an on-going basis to the stakeholders and administrators

14. Conclusions and recommendations

15. Final report to stakeholders and participants in the evaluation

Events

△1 - Determine purpose and objectives

△2 - Obtain approval to conduct research

△3 - Complete review of literature

△4 - Select evaluation research design

△5 - Complete evaluability assessment

△6 - Draw random sample of counties

△7 - Develop contingency plan

△8 - Complete rights to privacy plan

△9 - Complete needs assessment

△10 - Complete learning survey

△11 - Analyze knowledge test

△12 - Analyze follow-up survey

△13 - Complete progress reports

△14 - Complete conclusions and recommendations

△15 - Complete research report

PERT CHART
CIPP Evaluation Volunteer Leader Training Workshops*
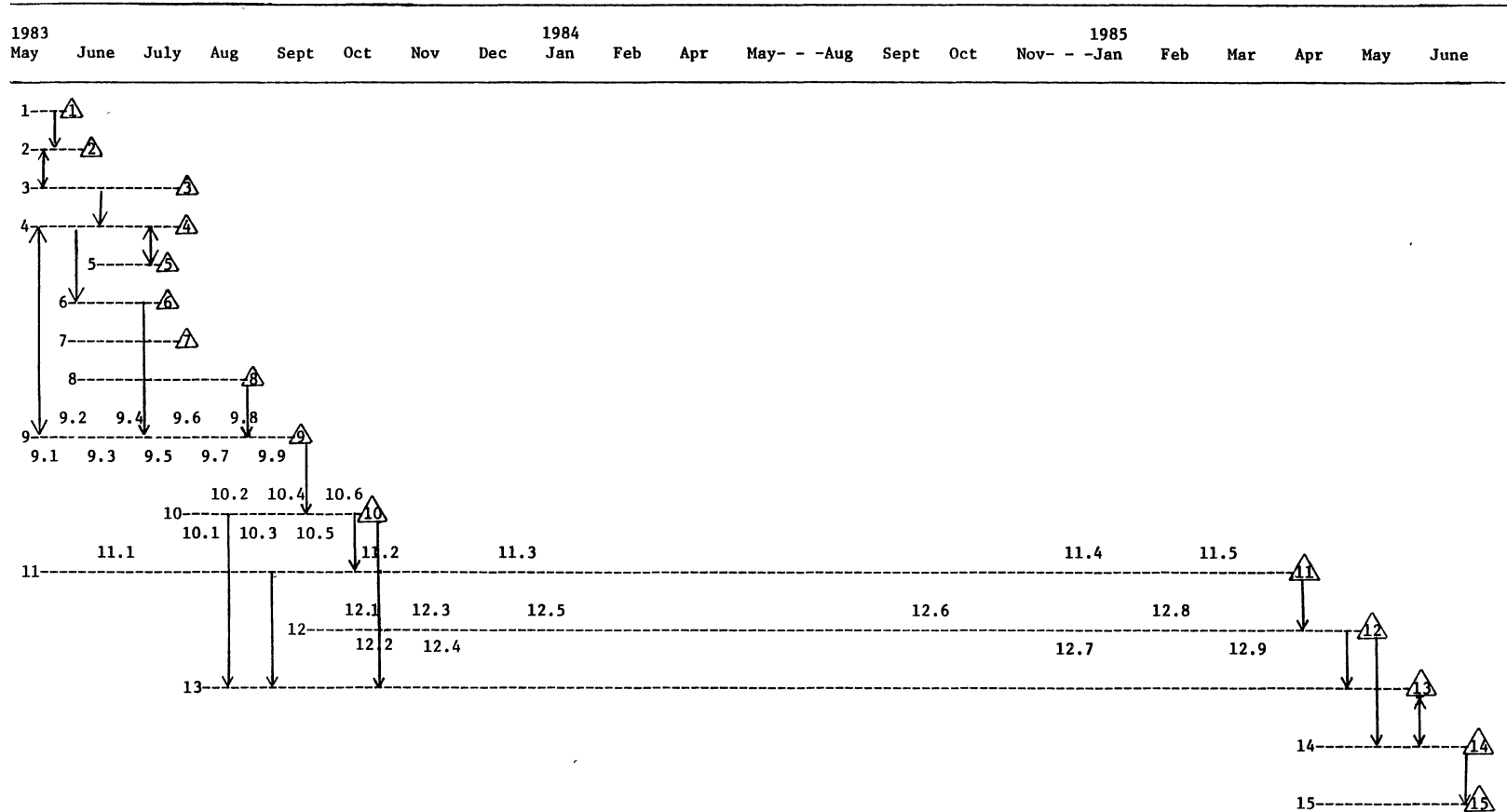
*See Appendix A for Events and Activities Listing

APPENDIX B

TABLE OF EVALUATION INSTRUMENTS

AND RESPONDENTS

TABLE XIII

EVALUATION INSTRUMENTS AND RESPONDENTS
FOR CIPP EVALUATION RESEARCH MODEL

Type of Evaluation	Instrument	Respondent Group
CONTEXT	Needs Assessment	Experimental group
INPUT	Survey	Experimental group
	PERT	
PROCESS	Pretest	Experimental group Control group
	Training	Experimental group Control group
	Posttest	Experimental group Control group
	Attendance	All participants
	Qualitative Record	County plans
PRODUCT	Attendance Record	All participants
	Follow-up Survey (12 months)	Experimental group Control group
	Interview	Random sample of four persons in 10 counties

APPENDIX C

DISTRICTS AND COUNTIES IN OKLAHOMA

INCLUDED IN THE SAMPLE

TABLE XIV

DISTRICTS AND COUNTIES IN OKLAHOMA
INCLUDED IN THE SAMPLE

Group	District Number	District	County Number	County
E	1	Southwest	08	Caddo
			09	Canadian
			26	Grady
			29	Harmon
			38	Kiowa
			71	Tillman*
C	1	Southwest	05	Beckham
			14	Cleveland
			28	Greer
			33	Jackson
			34	Jefferson
			44	McClain
E	2	Southeast	10	Carter
			31	Haskell
			40	LeFlore
			48	Marshall
			67	Seminole
C	2	Southeast	07	Bryan
			12	Choctaw
			32	Hughes
			43	Love
			50	Murray
E	3	Northeast	11	Cherokee
			18	Craig
			19	Creek
			46	McIntosh
			72	Tulsa
			73	Wagoner
C	3	Northeast	01	Adair
			21	Delaware
			51	Muskogee
			53	Nowata
			57	Osage
			74	Washington
E	4	Northwest	22	Dewey
			24	Garfield
			27	Grant
			76	Woods
			77	Woodward
C	4	Northwest	02	Alfalfa
			04	Beaver
			06	Blaine
			13	Cimmaron*
			42	Logan

*Counties did not participate in the program.

APPENDIX D

NEEDS ASSESSMENT LETTERS, SURVEY, RESULTS,

LEARNING TECHNIQUES SURVEY, AND RESULTS

Oklahoma Extension Homemakers Council

August 30, 1983

Dear Extension Homemaker Leader:

You are one of 110 Oklahoma Extension Homemakers selected to participate in a study to determine leadership training needs of Oklahoma Extension Homemaker Leaders. Your county is one of the 22 counties randomly selected to be surveyed to represent the Extension Homemaker leaders in Oklahoma.

Your cooperation, input, and speedy return of the attached survey will help us in planning the District fall Leadership workshops in November, 1983. Please return the completed survey in the enclosed self-addressed (postage-paid) envelope. <u>Please return no later than September 9, 1983</u>.

Individual questionnaires will not be identified and all individual responses will be <u>strictly</u> <u>confidential</u>.

Your cooperation in this study of training needs will help improve the quality of the Oklahoma Extension Homemakers program.

Thank you for your assistance.

Sincerely,

Mrs. Paul (Dosia) Jackson
President Oklahoma Extension
Homemakers Council

Donna S. Cadwalader
Leadership Development
Specialist Advisor Oklahoma
Extension Homemakers Council

DSC/dr

Enclosure

Please return to:
Donna S. Cadwalader
Oklahoma State University
146 HEW
Stillwater, OK 74078

County #01-77
District #01-04

Extension Homemaker Leader Training Needs Survey -

E. H. Volunteer Leaders

This questionnaire is designed to provide you with an opportunity to express your needs for Extension Homemaker leader training. In November, district leadership training workshops will be held in each district. The information you provide will help to determine the content of the training sessions. The topics listed are competencies or skills which are helpful in functioning as a leader in county and-group organizations as an officer, committee chairman, or lesson leader. Your answers are very important!

Section 1 - DIRECTIONS: Select the letter (a-h) that best answers the question and write it in the space to the left of the question number.

___1. How many years have you been an Extension Homemaker member?

    a. less than 1 year
    b. 1 year to less than 2 years
    c. 2 years to less than 5 years
    d. 5 years to less than 10 years
    e. 10 years or more

___2. What is your present age?

    a. 25 years or younger
    b. 26-35
    c. 36-50
    d. 51-60
    e. 61 years or older

___3. Do you feel you have received enough local or county leader's training to perform your role as an Extension Homemaker leader?

    a. yes
    b. no
    c. I have not received training

___4. Would you like additional training?

    a. yes
    b. no

___5. What is your _major_ responsibility as an Extension Homemaker leader?

    a. county president   e. county membership chairman
    b. county vice-president   f. group officer
    c. county secretary   g. county committee chairman
    d. county treasurer   h. other, specify _____

SECTION II - DIRECTIONS: Please CIRCLE the number (1, 2, 3, 4, ⑤) in the column to the left of the competency statement that best indicates your need for training in the leader competency or skill listed. DO NOT consider time or geographic requirements for training as you complete this section.

The code for answering the questions follows:
1 - I DO NOT need training.
2 - I DO NOT KNOW if I need training.
3 - I need VERY LITTLE training.
4 - I need SOME training.
5 - I need EXTENSIVE training.

EXAMPLE:

1 2 3 4⑤   O.E.H. Recreation . . .

        Explores the basic steps in planning and conducting
        exciting recreation activities with E.H. members.

(The respondent has had very little training in this area and would sincerely like to learn more.)

FUNCTIONS AND COMPETENCIES (OR SKILLS) OF THE GROUP LEADER

FUNCTION 1 - - - HELPING THE GROUP OR COUNTY MAINTAIN ORGANIZATION

1 2 3 4 5   6. Understanding why members join and continue to belong
           to groups.

           People belong to groups for many reasons. (EXAMPLE:
           An understanding of these reasons aids the group leader
           to help members reach their goals and the group is more
           productive and keeps the members.)

1 2 3 4 5   7. Skill in developing goals which guide the organization

           People belong to groups to meet their own goals.
           Organizations sponsor and support groups for purposes.
           Ideally, individual goals are caught up in group goals;
           group goals are in turn compatible with the county and
           and state goals. (EXAMPLE: Do your county goals reflect
           any of the state Extension Homemaker goals? Would you
           like the 1984 state Extension Homemaker committee goals
           reviewed at the training session?)

1 2 3 4 5   8. Skill in helping the group develop an organization
           appropriate to its goals.

           Group organization includes such things as elected
           officers, committees, procedures for taking in new
           members, time, place, and number of meetings. (EXAMPLE:
           Too little organization causes the group to waste time
           and energy on matters that could be routine. Or too much
           organization can result in dull, boring activity.)

The code for answering the questions follows: 1 - I DO NOT need training.
                                               2 - I DO NOT KNOW if I need training.
                                               3 - I need VERY LITTLE training.
                                               4 - I need SOME training.
                                               5 - I need EXTENSIVE training.

FUNCTION 2 - - - HELPING MEMBERS TO BE MORE EFFECTIVE AS PERSONS AND AS GROUP
                 AND COUNTY MEMBERS

1 2 3 4 5   9. Skills in applying leadership concepts.

                     The more widely leadership functions are shared by
                     members, the less dependent the group will be upon an
                     assigned leader and the more likely are members to make
                     good decisions, to carry them out and to be satisfied
                     with the results. (EXAMPLE: Do the same people always
                     do the work in your group or county organization? Would
                     you like ideas for involving more people in your organization?)

1 2 3 4 5   10. Skills in communication

                     Communication can make or break an organization. People
                     say one thing but are heard differently. They communicate
                     much through actions, although they are often unaware that
                     they are doing so. (EXAMPLE: Would you like to improve
                     your communication skills? Are all persons in your group
                     or county aware of their responsibilities? Can you effectively
                     describe Extension Homemakers to someone who has never
                     heard of the organization?)

1 2 3 4 5   11. Skill in developing openess between members

                     New members can feel alone and uncertain within the group-
                     enclosed within themselves. (EXAMPLE: Do all members feel
                     comfortable in your organization? How do you work with new
                     members and guests to help them be a part of the group?)

1 2 3 4 5   12. Skill in helping members give and receive feedback

                     When people are told by others how they are seen, how
                     their actions strike others and what others feel and
                     think as a result of their behavior, they are receiving
                     "feedback". (EXAMPLE: It takes skill to give feedback so
                     it is listened to. Can you give someone constructive
                     criticism?)

1 2 3 4 5   13. Skill in developing a climate for growth, for members
                     and for the group leader

                     A climate of support and acceptance will develop members'
                     growth toward their fullest human potential. Self-awareness,
                     self-understanding, and identity depend upon such a climate.
                     (EXAMPLE: Does a feeling of understanding and goodwill
                     exist within your group or county council?)

The code for answering the questions follows: 1 - I DO NOT need training
2 - I DO NOT KNOW if I need training
3 - I need VERY LITTLE training
4 - I need SOME training
5 - I need EXTENSIVE training

FUNCTION 3 - - HELPING THE GROUP DEVELOP ITS PROGRAM

1 2 3 4 5   14. A knowledge of the community of which the group is a part-
its problems, needs, characteristics, and resources.

What are the chief influences in the lives of the members?
How do members of the group spend their spare time? With
whom do they work and plan? (EXAMPLE: Do you consider the
needs of the community when planning the year's projects
and program?)

1 2 3 4 5   15. Skill in helping the group do what it really wants to do.

A group often doesn't do what it really wants to do.
Sometimes the members' goals don't coincide with the group's
plans. Members can react negatively to what they see as
the leader's goals. (EXAMPLE: Does your group or county
carefully plan the program for the year? Do you accomplish
the goals established at the beginning of the year? How were
the goals received by the membership?)

1 2 3 4 5   16. Helping the group become more inventive and creative in
program planning.

Group program activities can be repetitious, routine in
both subject and method. (EXAMPLE: Most groups need to
resist the temptation of repeating last year's activities
simply because it is easier. Do you evaluate activities to
determine if you accomplished what you wanted? Are you
willing to take a risk to try something different? Are
you using the talents of all your members?) ·

1 2 3 4 5   17. Skill in helping the group relate to the state and national
organizations.

Few groups stand alone. The county and state organizations
and other community groups have some of the same interests
and have resources which can be strengthened by working
together. (EXAMPLE: Can you explain the group-county-
state-national-international organizations of Extension
Homemakers to new members? Are you aware of the resources
available to your county and group from the state and national
Extension Homemakers organizations, from the Cooperative
Extension Service? From other groups within your community?)

The code for answering questions follows:
1 - I DO NOT need training
2 - I DO NOT KNOW if I need training
3 - I need VERY LITTLE training
4 - I need SOME training
5 - I need EXTENSIVE training

FUNCTION 4 - - - HELPING GROUPS TO BE MORE EFFECTIVE

1 2 3 4 5   18.   Skill in helping members identify, develop, and maintain standards.

Group standards are those ways of behaving which a group develops over time. Some standards, such as attentive listening, decision by consensus, sharing of responsibility, help the group to function efficiently. (EXAMPLE: Do your group or council meetings last forever, or do you maintain an agenda and have a good meeting? How are good standards developed for the group?)

1 2 3 4 5   19.   Understanding the group's role in the process of change.

Change can be very threatening to a member, a group, or a community because it also requires change in one's self, and because it is hard to see what the change will bring. The effective group is not only able to change but to participate with others in achieving change. (EXAMPLE: How have you reacted to the recent change in the program year of Extension Homemakers? Does the training session need to include information about the changes in the time frame of the organization?)

1 2 3 4 5   20.   Knowledge of the stages of group development and changing demands.

Groups grow through stages of development. Some groups find it difficult to mature and tend to stay at the beginning stage. Others reach maturity and after being at peak performance become less active. (EXAMPLE: Do you as a leader recognize the stage that your group or county council is in at the present time? What special needs does the group have for maintainance and development of an active, interesting group?)

SECTION III-DIRECTIONS: Please list areas other than those already mentioned in which you feel you need training:

21. _____

22. _____

23. _____

24. _____

Thank you for help. We will be sending you a summary of the results as soon as they are compiled.

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

HOME ECONOMICS PROGRAMS

DIVISION OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74074

September 26, 1983

Dear Extension Homemaker Leader:

     Thank you for completing the needs assessment survey regarding district training sessions which will be held in November. We hope that you have reserved the day on your calendar. The training sessions will be:

Northwest District	–	November 1, 1983	–	Fairview
Southeast District	–	November 3, 1983	–	Ada
Northeast District	–	November 4, 1983	–	Okemah
Southwest District	–	November 10,1983	–	Ft. Cobb

     The results of the survey are printed on the back of this letter. The sessions for the workshop will be planned to include the items which many of you identified . Among the topics to be included are: leadership development, state and national organization and goals, communication and creativity in program development.

     WOULD YOU PLEASE TAKE ABOUT 5 MINUTES AND CONTINUE TO HELP US PLAN THE DAY'S ACTIVITIES? Enclosed is a survey which asks you to identify the learning techniques you use or have used. This will help the persons leading the workshop identify methods for presenting information. A self-addressed stamped envelope is enclosed for the return of the survey.

     <u>Please</u> <u>return</u> <u>by</u> <u>October 3, 1983.</u> If for some reason you receive this letter late, please return as soon as possible.

     THANKS FOR YOUR HELP. THE LEADERSHIP WORKSHOPS SHOULD BE HELPFUL, THANKS TO YOUR INPUT.

Sincerely,

Donna S. Cadwalader
Advisor, OEHC
Leadership Development Specialist

EXTENSION HOMEMAKERS NEEDS ASSESSMENT SURVEY RESULTS

RANK	QUESTION	TOPIC	AVERAGE
1.	9	Skills in applying leadership concepts	4.337
2.	17	Skill in helping group relate to state and national organ.	4.051
3.	10	Skills in communication	3.974
4.	12	Skill in helping members give and receive feedback	3.961
5.	16	Helping the group become more inventive and creative in program planning	3.961
6.	20	Knowledge of the stages of group development and changing demands	3.857
7.	7	Skills in developing goals which guide the organization	3.782
8.	6	Understanding why members join and continue to belong to groups.	3.584
9.	8	Skill in helping the group develop and organization appropriate to its goals.	3.546
10.	15	Skill in helping group do what it wants to do.	3.519
11.	19	Understanding group's role in the process of change	3.493
12.	11	Skill in developing openess between members	3.389
13.	13	Skill in developing a climate for growth—members and leader	3.376
14.	14	Knowledge of the community	3.246
15.	18	Skill in helping members identify, develop and maintain standards.	3.220

Please return to:
Donna S. Cadwalader
146 HEW
Stillwater, Ok.,74078

LEARNING TECHNIQUES: A SELF-COMPETENCY SCALE

DIRECTIONS: Using the code below, place an "X" at the point that you feel best describes your present level of competence or skill.

CODE:

a. I have no knowledge of this technique.

b. I know what the technique is, but I have never been a part of a group in which it was used.

c. I have participated in the technique, but never as a leader.

d. I have used this technique when working with groups.

e. I feel comfortable using this technique.

	a	b	c	d	e
1. Interviewing Individuals					
2. Interviewing Groups					
3. Leading Discussions					
4. Setting up Role Plays					
5. Leading a Learning Exercise					
6. Asking Helpful Questions					
7. Telling Stories					
8. Leading Group Games					
9. Helping Individuals Feel Comfortable					
10. Solving Interpersonal Problems					
11. Guiding Groups to Decision					
12. Recruiting Prospective Members					

_____

_____

NOTE: Add other techniques that seem
pertinent to you.   THANK YOU FOR YOUR HELP.

TABLE XV

LEARNING TECHNIQUES SURVEY RESULTS

Rank	Question	Topic	Mean
1.	2	Interviewing Groups	3.41
2.	4	Setting Up Role Plays	3.29
3.	10	Solving Interpersonal Problems	2.96
4.	1	Interviewing Individuals	2.80
5.	7	Telling Stories	2.56
6.	3	Leading Discussions	2.46
7.	5	Leading a Learning Exercise	2.43
8.	8	Leading Group Games	2.31
9.	11	Guiding Groups to Decision	2.31
10.	6	Solving Interpersonal Problems	2.19
11.	9	Helping Individuals Feel Comfortable	2.01
12.	12	Recruiting Prospective Members	1.99

APPENDIX E

PRETEST AND POSTTEST FOR

LEADERSHIP WORKSHOP

Pretest and Posttest Procedures

The same test was used for the pretest and the posttest at the leadership workshop. The first 15 questions were identical for all tests. The last 10 questions were designed for the presidents and vice-presidents, communications section (secretaries), treasurers, and membership chairmen. Examples for each section are included in this appendix.

OKLAHOMA

EXTENSION HOMEMAKERS COUNCIL

LEADERSHIP WORKSHOP

WORKING TOGETHER FOR TOMORROW
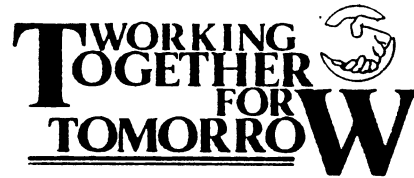
1983

NAME _____ COUNTY_____

CHECK THE OFFICE YOU HOLD OR REPRESENT IN THE FOLLOWING LIST:

__County President   ___Alternate for County President

__County Vice-President ___Alternate for County Vice-President

__County Secretary   ___Alternate for County Secretary

__County Treasurer   ___Alternate for County Treasurer

__County Membership   ___Alternate for County Membership
        chairman   chairman

DIRECTIONS: PLEASE CHECK THE BLANK NEXT TO THE RESPONSE
WHICH COMPLETES THE SENTENCE. YOUR RESPONSES WILL BE
KEPT CONFIDENTIAL.

1. The Oklahoma Extension Homemakers Council will be
50 years old in:

_____ a. 1984.
_____ b. 1985.
_____ c. 1986.
_____ d. 1987.

2. To become an Extension homemaker in Oklahoma, a
person needs to live:

_____ a. in a rural area.
_____ b. in a town of 50,000 or below.
_____ c. in a city.
_____ d. anywhere in Oklahoma.

3. Nickels for Leadership is a project designed to:

_____ a. raise funds for Oklahoma Extension Homemakers Council.
_____ b. send a child to leadership camp.
_____ c. raise funds for regional leadership training.
_____ d. promote leadership in Country Women's Council.

4. One of the Extension homemaker organizational goals outlined
in the state constitution is:

_____ a. to provide recreational programs for homemakers.
_____ b. to provide adult educational programs in home economics
                    and related areas.
_____ c. to provide educational exhibits for women at the county fair.
_____ d. to provide creative activities for homemakers.

5. CVU stands for:

_____ a. Certified Volunteer Union.
_____ b. Continuous Voluntary Unit.
_____ c. Certified Volunteer Unit.
_____ d. Council Volunteers United.

6. The new CVU program is designed to:

_____ a. help voluntary services form an organization.
_____ b. recognize volunteer service of Extension Homemakers.
_____ c. give all Extension Homemakers more records to keep.
_____ d. develop leadership skills of homemakers.

7. A good leader

_____ a. trains others to lead.
_____ b. is agressive.
_____ c. directs others.
_____ d. never admits a mistake.

8. When selecting committees, search for people

_____ a. who have been on that committee.
_____ b. who critize the committee.
_____ c. who are the busiest.
_____ d. who have an interest in the committee.

9. The national emphasis for 1984 of the Safety
and Emergency Preparedness Committee area is:

_____ a. traffic safety.
_____ b. emergency preparedness.
_____ c. recreational safety.
_____ d. home safety.

10. Sharing your knowledge and skills with 4-Hers
is a state goal of:

_____ a. Family Resource Management.
_____ b. Safety and Emergency Preparedness.
_____ c. Citizenship and Community Outreach.
_____ d. Family Relationships and Child Development.

11. Requirements for Extension homemaker membership
include:

_____ a. an educational program is to be provided.
_____ b. county and state dues are paid.
_____ c. membership is open to all persons, regardless
of race, creed, sex, religion or national origin.
_____ d. all of the above.

12. A good leader always:

_____ a. uses the same leadership style in situations.
_____ b. uses the problem-solving leadership style.
_____ c. uses a leadership style to fit the situation.
_____ d. uses delegation-leadership style to eliminate
          work.

13. You can help others develop leadership skills by:

_____ a. requesting their help at all times.
_____ b. doing the most difficult part for them.
_____ c. asking them to accept a leadership role,
              even if they aren't qualified.
_____ d. passing out small, sincere compliments.

14. The qualities of a good leader include:

_____ a. committment and enthusiasm.
_____ b. attitudes and special interests.
_____ c. ability to make excuses.
_____ d. all of the above.

15. An Extension homemakers organization will grow
        if:

_____ a. the same people assume leadership positions.
_____ b. new members are recruited once a year.
_____ c. new leaders are trained to assume leadership
              responsiblities.
_____ d. the county officers make all the decisions and
              take all the responsibilities.

16. The president of a county council/local group is responsible for:

    _____ a. making all the decisions of the organization.
    _____ b. seeing that the work of the organization gets done.
    _____ c. doing all the work of the organization.
    _____ d. meeting with all committees.

17. A good method for producing creative new ideas for a county or group project is:

    _____ a. role playing.
    _____ b. holding an essay contest.
    _____ c. brainstorming.
    _____ d. interviewing a friend.

18. In productive groups, the following condition exists:

    _____ a. one or two people do all the talking.
    _____ b. the group uses the agenda as a guide for discussion.
    _____ c. the discussion jumps from one idea to another.
    _____ d. discussions go on and on until people are tired.

19. A good president:

    _____ a. tries to do everything himself/herself.
    _____ b. multiplies effectiveness through delegation.
    _____ c. dominates a meeting callled to gather ideas.
    _____ d. allows arguments during meetings.

20. Well organized meetings are planned. To improve communication in meetings:

    _____ a. let people talk drift off into other subjects.
    _____ b. always adhere to rigid rules.
    _____ c. call on members who always talk.
    _____ d. make your presentation simple and to the point.

21. Creativity can help produce new ideas. Creativity can be blocked:

    _____ a. by limits we set for ourselves.
    _____ b. by taking time for alternatives.
    _____ c. by always trying something new.
    _____ d. by having an open mind to new ideas.

22. Planning the year's programs and activities, leaders should consider:

    _____ a. needs of the community.
    _____ b. state committee goals.
    _____ c. current problems of our society.
    _____ d. all of the above.

23. A meeting situation in which all members and the leader feed in their individual ideas, the appropriate leadership style is:

    _____ a. information giving.
    _____ b. decision making.
    _____ c. information collecting.
    _____ d. self-actualization.

24. Communication can be improved by:

    _____ a. drawing a picture.
    _____ b. asking for feedback.
    _____ c. using jargon.
    _____ d. dominating the conversation.

25. To assist members remembering information:

    _____ a. speak slowly.
    _____ b. hand the information out to be read later.
    _____ c. use visuals with program.
    _____ d. all of the above.

16. A good method for producing creative new ideas for a county
    or group project is:

    ____ a. role playing.
    ____ b. holding an essay contest.
    ____ c. brainstorming.
    ____ d. interview a friend.

17. Three main components of effective communication are:

    ____ a. listen, talk and body language.
    ____ b. words, trust, and caring.
    ____ c. words, appearance, and tone of voice.
    ____ d. listen, trust and clarify.

18. In order to reach people with information about meetings, a
    good rule to follow is:

    ____ a. use mass media.
    ____ b. use three different methods of communication.
    ____ c. always use direct mail.
    ____ d. use newspapers as the best method of communication.

19. When persons in meetings distract the entire group, they can
    be controlled by:

    ____ a. telling them to be quiet.
    ____ b. letting them have their way.
    ____ c. using parliamentary procedure.
    ____ d. ignoring them.

20. Secretary's minutes of a regular meeting should include:

    ____ a. the name of the person seconding a motion.
    ____ b. the signature, "Respectfully submitted."
    ____ c. the opinion of the secretary.
    ____ d. a separate paragraph for each subject matter.

21. Communication is important for organizations to function effectively.
    We communicate based on five basic personal needs. The needs include:

    physiological needs, safety needs, love needs, and:

    ____ a. esteem needs; self-actualization needs.
    ____ b. expression needs; artistic needs.
    ____ c. motivational needs; trust needs.
    ____ d. materialistic needs; spiritual needs.

22. Communication is assisted by how we stand, cross our arms, point our fingers. These actions are called:

    _____ a. expressions.
    _____ b. appearance.
    _____ c. body language.
    _____ d. feedback.

23. People generally remember:

    _____ a. 10 % of what they hear.
    _____ b. 20 % of what they hear and see.
    _____ c. 50 % of what they hear and see.
    _____ d. 90 % of what they see.

24. Communication can be improved by:

    _____ a. thinking about response to others.
    _____ b. asking for feedback.
    _____ c. using jargon.
    _____ d. dominating the conversation.

25. To assist members in remembering information:

    _____ a. speak slowly.
    _____ b. hand the information out to be read later.
    _____ c. use visuals.
    _____ d. all of the above.

16. The state membership dues for 1984 are:

    ____ a. $ .50 per member
    ____ b. $1.00 per member
    ____ c. $1.25 per member
    ____ d. $2.75 per member

17. The Norma Brumbaugh Scholarship fund provides:

    ____ a. scholarships for freshman home economics students.
    ____ b. scholarships for Extension home economists.
    ____ c. fellowships for agriculture students.
    ____ d. scholarships for sophmore home economics students.

18. The treasurer's books should be balanced:

    ____ a. each month.
    ____ b. once every 6 months.
    ____ c. once a year at income tax time.
    ____ d. when the treasurer wants to.

19. Bills should be paid by check:

    ____ a. to keep good records.
    ____ b. because its good business.
    ____ c. to protect the treasurer.
    ____ d. for all of the above reasons.

20. All monies are due to the state treasurer:

    ____ a. January 1.
    ____ b. March 1.
    ____ c. October 1.
    ____ d. December 15.

21. The 990 IRS forms are completed each year:

    ____ a. to maintain good records.
    ____ b. to keep tax exempt status.
    ____ c. for audit purposes.
    ____ d. to explain Extension homemaker programs.

22. The journal should be kept:

    _____ a. throughout the year.
    _____ b. in the checkbook until the end of the year.
    _____ c. only for checking accounts.
    _____ d. for only fund raising accounts.

23. Entries in the journal are categorized to:

    _____ a. balance the journal.
    _____ b. keep track of the expenses.
    _____ c. complete the 990 form.
    _____ d. locate major expenses.

24. The budget provides:

    _____ a. a plan for use of money.
    _____ b. authority for treasurer to spend money.
    _____ c. records for income.
    _____ d. allowances for all officers.

25. The balance at the beginning of the year for the county accounts
    should:

    _____ a. be the same as reported at the end of the year.
    _____ b. include all the monies of the county Extension homemakers.
    _____ c. be recorded on the 990 form.
    _____ d. be all of the above.

16. The goal of organizing special interest Extension
    homemaker groups is:

    _____ a. to create a new membership category.
    _____ b. to extend home economics information to others.
    _____ c. to add duties for membership chairman.
    _____ d. all of the above.

17. Special interest groups are required to meet:

    _____ a. once every two months.
    _____ b. at least four times a year.
    _____ c. in someone's home.
    _____ d. at least once a year.

18. The best method for recruiting new members is:

    _____ a. advertise in the newspaper.
    _____ b. send a letter.
    _____ c. ask someone and follow-up.
    _____ d. send membership brochure through mail.

19. The state membership dues for 1984 are:

    _____ a. $ .50 per member.
    _____ b. $1.25 per member.
    _____ c. $1.00 per member.
    _____ d. $2.75 per member.

20. An Extension homemaker is a member of:

    _____ a. a local group
    _____ b. a County Extension Homemakers Council.
    _____ c. Oklahoma Extension Homemakers Council.
    _____ d. all of the above.

21. In productive groups, the following condition exists:

    _____ a. one or two people do all the talking.
    _____ b. the group uses the agenda as a guide for discussion.
    _____ c. the discussion jumps from one idea to another.
    _____ d. discussions go on and on until people are tired.

22. One way NOT to encourage new members is to:

    _____ a. be an active group in the community.
    _____ b. have a spontaneous meeting each month.
    _____ c. include new members as a part of the group.
    _____ d. have good programs.

23. Interesting meeting attract new members. To insure interesting meetings:

    _____ a. use different teaching methods.
    _____ b. lesson leaders should be prepared
    _____ c. have well planned agenda
    _____ d. use all of the above suggestions.

24. Oklahoma Extension Homemakers Week is a good time to recruit new members. The week is always observed:

    _____ a. Thanksgiving Week
    _____ b. the first week in May
    _____ c. the second week in May
    _____ d. the first week in September

25. The membership committee should work closely with:

    _____ a. all committees.
    _____ b. the public relations committee.
    _____ c. the education committee.
    _____ d. the citizenship and community outreach committee.

APPENDIX F

LETTERS AND FOLLOW-UP SURVEY

<u>Explanation of Appendix F</u>

The follow-up survey consisted of three parts: Section I,
Extension Homemakers and Leadership; Section II, Leadership Development
in Your County; and Section III, The District Leadership Workshop.
Section I, the knowledge section, was designed for the various officers'
responsibility; the first 12 questions were the same for all officers,
and the next nine questions were customized for each officer. In this
appendix, a complete survey was given as an example, followed by the
knowledge portions for the presidents and vice-presidents, secretaries,
treasurers, and membership chairmen. Preceding the instruments,
samples of the letters accompanying the survey were included.

Oklahoma Extension Homemakers Council

Dear E-H Leader and Officer:

We are asking your help in evaluation of the District Leadership Training Sessions held in November, 1983. Please complete the enclosed survey to assist us in determining the effectiveness of the day's training, and how useful the information has been in your local county situation.

The survey is in three parts and will not require long to complete. Your cooperation, input, and speedy return of the attached survey will be appreciated. Please return the completed survey in the enclosed self-addressed envelope by October 15, 1984.

The results of this study will be used to aid the state council officers and state advisor in evaluating the usefulness of the district leadership workshops in November, 1983. The workshops were held at Ft. Cobb, Fairview, Okemah, and Ada. The information you provide will help in planning the future training sessions to meet the needs of the Extension Homemaker leaders in Oklahoma.

Individual surveys will not be identified and all individual responses will remain STRICTLY CONFIDENTIAL. Names of officers or county names will not be identified in any results or materials printed.

Your cooperation in providing information about the usefulness of the training can help improve the quality of the Oklahoma Extension Homemakers program.

Thank you for your assistance.

Sincerely,

Donna Cadwalader
Advisor, Oklahoma Extension
Homemakers Council

Donna Schwerdtfeger
President, Oklahoma Extension
Homemakers Council

50th Anniversary— 1935-1985

Oklahoma Extension Homemakers Council

Dear Extension Homemaker Leader:

WE STILL NEED YOUR HELP!!!!!!!!!!!!!!!!!!!!!!!!

Please complete the enclosed survey regarding Extension Homemaker district training sessions which were held in November, <u>1983,</u> EVEN IF YOU WERE UNABLE TO ATTEND. The training sessions were:

Northwest District - November 1, 1983 - Fairview
Southeast District - November 3, 1983 - Ada
Northeast District - November 4, 1983 - Okemah
Southwest District - November 10,1983 - Ft. Cobb

WOULD YOU PLEASE TAKE ABOUT 5 MINUTES AND CONTINUE TO HELP US EVALUATE THE DAY'S ACTIVITIES? This questionnaire is being sent to only 40 counties in Oklahoma so we really need your input. The information will assist us in determining the effectiveness of the day's training, and how useful the information has been in your local county situation. The survey is in three parts and will not require long to complete. Your cooperation will be appreciated. <u>Please return the completed survey in the enclosed self-addressed envelope as soon as possible.</u> If you have already completed this survey, please disregard this letter.

Individual surveys will not be identified and all individual responses will remain STRICTLY CONFIDENTIAL. Names of officers or county names will not be identified in any results or materials printed.

Your cooperation in providing information about the usefulness of the training can help improve the quality of the Oklahoma Extension Homemakers program. Your information will help planning district training sessions in 1985.

THANKS FOR YOUR HELP.

Sincerely,

Donna Cadwalader
Advisor, Oklahoma Extension
Homemakers Council

Donna Schwerdtfeger
President, Oklahoma Extension
Homemakers Council

50th Anniversary — 1935-1985

(01-04)   (01-77)

1984

OKLAHOMA EXTENSION HOMEMAKERS LEADERSHIP DEVELOPMENT SURVEY

COUNTY_____   OFFICE _____

SECTION I. EXTENSION HOMEMAKERS AND LEADERSHIP

DIRECTIONS: PLEASE CHECK (✓) THE BLANK (ONLY ONE) NEXT TO THE
RESPONSE WHICH BEST COMPLETES THE SENTENCE. YOUR RESPONSES
WILL BE KEPT CONFIDENTIAL.

1. The Oklahoma Extension Homemakers Council will be
    50 years old in:

    _____ a. 1984
    _____ b. 1985
    _____ c. 1986
    _____ d. 1987

2. "Nickels for Leadership" is a project designed to:

    _____ a. raise funds for Oklahoma Extension Homemakers Council
    _____ b. send a child to leadership camp
    _____ c. raise funds for regional leadership training
    _____ d. promote leadership in Country Women's Council

3. One of the Extension homemaker organizational goals outlined
    in the state constitution is:

    _____ a. to provide recreational programs for homemakers
    _____ b. to provide adult educational programs in home economics
              and related areas
    _____ c. to provide educational exhibits for women at the county fair
    _____ d. to provide creative activities for homemakers

4. The abbreviation CVU stands for:

    _____ a. Certified Volunteer Union
    _____ b. Continuous Voluntary Unit
    _____ c. Certified Volunteer Unit
    _____ d. Council Volunteers United

5. The new CVU program is designed to:

    _____ a. help voluntary services form an organization
    _____ b. recognize volunteer service of Extension Homemakers
    _____ c. provide information for Extension Homemaker reports
    _____ d. develop leadership skills of homemakers

6. An effective leader

    _____ a. is agressive
    _____ b. trains others to lead
    _____ c. directs others
    _____ d. never admits a mistake

7. When selecting committees, search for people

    _____ a. who have been on that committee
    _____ b. who critize the committee
    _____ c. who are the busiest
    _____ d. who have an interest in the committee

8. Sharing your knowledge and skills with 4-Hers
    is a state goal of:

    _____ a. Family Resource Management Committee
    _____ b. Family Relationships and Child Development Committee
    _____ c. Citizenship and Community Outreach Committee
    _____ d. Safety and Emergency Preparedness Committee

9. A good leader always:

    _____ a. uses the same leadership style
    _____ b. uses the problem-solving leadership style
    _____ c. uses a leadership style to fit the situation
    _____ d. uses delegation-leadership style to eliminate
              work

10. You can help others develop leadership skills by:

    _____ a. requesting their help at all times
    _____ b. doing the most difficult task for them
    _____ c. asking them to accept a leadership role,
              even if they aren't qualified
    _____ d. passing out sincere compliments

11. The qualities of a good leader include:

    _____ a. commitment and enthusiasm
    _____ b. attitudes and special interests
    _____ c. ability to make excuses
    _____ d. ability to handle details

12. An Extension homemakers organization will benefit
    if:

    _____ a. the same people assume leadership positions
    _____ b. new members are recruited each year
    _____ c. new leaders are trained to assume leadership
              responsiblities
    _____ d. the county officers make all the decisions and
              take the responsibilities

13. A good method for producing creative new ideas for a county
    or group project is:

    ____ a. reading
    ____ b. hiring a consultant
    ____ c. brainstorming
    ____ d. responding to complaints of members

14. Three main components of effective communication are:

    ____ a. listen, talk, and action
    ____ b. talk, trust, and caring
    ____ c. action, appearance, and tone of voice
    ____ d. listen, trust, and clarify

15. In order to reach people with information about meetings, a
    good rule to follow is to

    ____ a. use mass media
    ____ b. use three different methods of communication
    ____ c. always use direct mail
    ____ d. use newspapers as the best method of communication

16. When persons in meetings distract the entire group, they can
    be controlled by:

    ____ a. telling them to be quiet
    ____ b. letting them have their way
    ____ c. using parliamentary procedure
    ____ d. ignoring them

17. Secretary's minutes of a regular meeting should include:

    ____ a. the name of the person seconding a motion
    ____ b. the signature, "Respectfully submitted"
    ____ c. the opinion of the secretary
    ____ d. a separate paragraph for each subject matter

18. Communication is important for organizations to function effectively.
    We communicate based on five basic personal needs. The needs include
    physiological needs, safety needs, love needs, and

    ____ a. esteem needs; self-actualization needs
    ____ b. expression needs; artistic needs
    ____ c. motivational needs; trust needs
    ____ d. materialistic needs; spiritual needs

19. People generally remember:

    ____ a. 10 % of what they hear
    ____ b. 20 % of what they hear and see
    ____ c. 50 % of what they hear and see
    ____ d. 90 % of what they see

20. Communication at a meeting can be improved by the leader:

    _____ a. sharing his/her experiences
    _____ b. asking for feedback
    _____ c. using terms peculiar to Extension Homemakers
    _____ d. dominating the conversation

21. To assist members in remembering information:

    _____ a. speak clearly
    _____ b. hand the information out to be read later
    _____ c. use visuals with program
    _____ d. all of the above

****

SECTION II. LEADERSHIP DEVELOPMENT IN YOUR COUNTY

DIRECTIONS: PLEASE CHECK (✓) THE BLANK AND/OR ANSWER THE QUESTIONS IN THE SPACE PROVIDED.

_____ _____ 1. Have you had leadership training for officers and committee
yes   no   chairmen in your county since the November district
            leadership training? .

            If your answer is YES, please answer questions a - g.

            If your answer is NO, please answer question h.

     a. Where and when did you have the training?

           _____   _____
              (location)   (date)

     b. Which of the following topics were included
        in the training?
        Check (✓) or list those which apply:

_____   Leadership Survival Kit
_____   Developing Your Leadership Skills
_____   Communications for officers
_____   Membership Recruitment
_____   Certified Volunteer Unit
_____   Treasurer's Workshop
_____   Committee goals

_____   _____
            other (please list)

_____   _____
            other (please list)

_____ _____ c. Did you assist in presenting information at the
yes   no   leadership training?

          If yes, what did you present?

           _____

    d. Did you use information you received
        at the district leadership training?

_____   _____
yes   no

    e. How many Extension Homemaker leaders
_____   participated in the county leadership training?

    f. Did people from other organizations in the
_____   _____   community participate?
yes   no

    g. If your answer to f is yes, how many persons participated?
_____

    h. If your answer to number 1 is no, do you plan to have
_____   _____   officer/leadership training in your county in the next
yes   no   six months?

    2. Which organizations are you involved with in your
        community and/or county? (check or list)

                                            Position

_____   civic organizations   _____

_____   church groups/committees   _____

_____   PTA, school organizations   _____

_____   senior citizens' organizations   _____

_____   Farm Bureau/ Farmers Union / etc.   _____

_____   OSU Advisory Committees   _____

_____   League of Women Voters   _____

_____   Political Organizations   _____

_____   4-H Leaders Organization   _____

_____   _____   _____
                        (other, please list)

_____   _____   _____
                        (other, please list)

_____   None

_____   _____   3. Have you used materials/training received from
yes   no   Extension in other organizations/agencies?

    4. If your answer to number 3 is YES, would you give a brief
        description of materials or training used and how?

_____

_____

_____
If your answer to number 3 is NO, please go to question 5.

_____ 5. On the average, how many volunteer hours do you contribute
hrs. per to Extension Homemakers each month?
month (volunteer hours include time involved as an officer,
lesson leader,participating in leader training, as a
committee member, working at county fair, council meeting,
any task which involves doing something for other members
other than yourself including any time spent in community
projects sponsored by your group/county council, etc.)

_____ 6. On the average, how many volunteer hours do you
hrs. per contribute to other organizations, agencies, etc.
month each month?

____ ____ 7. Are you a lesson leader at local and/or county level
yes   no   for Extension Homemakers?

8. If the answer to number 7 is yes, how many other
persons have you taught in the past year?

_____   Extension Homemakers

_____   Other persons

9. How long have you been an Extension Homemaker?

_____   0-3 years
_____   4-6 years
_____   6-10 years
_____   15-30 years
_____   30 years and over

****

SECTION III. THE DISTRICT LEADERSHIP WORKSHOP

DIRECTIONS: PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR FEELINGS
TOWARD THE DISTRICT LEADERSHIP WORKSHOPS WHICH WERE HELD
IN NOVEMBER, 1983.

A. General meeting arrangements

		Excellent					Unsatisfactory	
1.	Building and Rooms	7	6	5	4	3	2	1
2.	Length of meeting	7	6	5	4	3	2	1
3.	Location	7	6	5	4	3	2	1

Comments _____

_____

SECTION III (CONTINUED).

B.   Workshop

		Excellent					Unsatisfactory	
4.	Objectives	7	6	5	4	3	2	1
5.	Content	7	6	5	4	3	2	1
6.	Training materials	7	6	5	4	3	2	1
7.	Audio Visuals	7	6	5	4	3	2	1
8.	Organization	7	6	5	4	3	2	1
9.	Stayed on schedule	7	6	5	4	3	2	1
10.	Stimulated interest and thinking	7	6	5	4	3	2	1
11.	Involved participants	7	6	5	4	3	2	1
12.	Style and delivery	7	6	5	4	3	2	1
13.	Overall evaluation	7	6	5	4	3	2	1

Comments _____

_____

_____

C.   Participant Change

		Improved					No Change	
14.	Your Knowledge	7	6	5	4	3	2	1
15.	Your Skill/Ability	7	6	5	4	3	2	1
16.	Your Attitude	7	6	5	4	3	2	1
17.	Your interest	7	6	5	4	3	2	1
18.	Your confidence in using materials	7	6	5	4	3	2	1
19.	Your E. H. leader goals	7	6	5	4	3	2	1
20.	Your communication skills	7	6	5	4	3	2	1

Additional Comments:

_____

_____

_____

_____

Leadership Skills

13. The president of a county council/local group is primarily responsible for:

    _____ a. making all the decisions of the organization
    _____ b. seeing that the work of the organization gets done
    _____ c. doing all the work of the organization
    _____ d. meeting with all committees

14. In productive groups, the following condition exists:

    _____ a. one or two people do all the talking
    _____ b. everyone has a chance to express his/her views
    _____ c. the discussion jumps from one idea to another
    _____ d. discussions involve all details of projects

15. A good president:

    _____ a. tries to do everything himself/herself
    _____ b. multiplies effectiveness through delegation
    _____ c. dominates a meeting callled to gather ideas
    _____ d. involves total membership for all decisions

16. Well organized meetings produce two-way communications. To improve communication during meetings:

    _____ a. let people select the subjects during the meeting
    _____ b. always adhere to rigid rules
    _____ c. provide written reports
    _____ d. use agenda as a guide for discussion

17. Creativity can help produce new ideas. Creativity can be blocked:

    _____ a. by taking time for alternatives
    _____ b. by limits we set for ourselves
    _____ c. by trying something different
    _____ d. by having an open mind to new ideas

18. When planning the year's programs and activities, leaders should consider:

    _____ a. needs of the community
    _____ b. state committee goals
    _____ c. interests of the local group
    _____ d. all of the above

19. During a meeting situation in which all members and the leader feed in their individual ideas, the appropriate leadership style is:

    _____ a. information giving
    _____ b. decision making
    _____ c. information collecting
    _____ d. self-actualization

20. Communication at a meeting can be improved by the leader:

    ____ a. sharing his/her experiences
    ____ b. asking for feedback
    ____ c. using terms peculiar to Extension Homemakers
    ____ d. dominating the conversation

21. To assist members in remembering information:

    ____ a. speak clearly
    ____ b. hand the information out to be read later
    ____ c. use visuals with program
    ____ d. all of the above

****

SECTION II. LEADERSHIP DEVELOPMENT IN YOUR COUNTY

DIRECTIONS: PLEASE CHECK (✔) THE BLANK AND/OR ANSWER THE QUESTIONS IN THE SPACE
PROVIDED.

____ ____ 1. Have you had leadership training for officers and committee
yes no   chairmen in your county since the November district
            leadership training?   .

            If your answer is YES, please answer questions a - g.

            If your answer is NO, please answer question h.

         a. Where and when did you have the training?

            _____   _____
                  (location)   (date)

         b. Which of the following topics were included
            in the training?
            Check (✔) or list those which apply:

    _____   Leadership Survival Kit
    _____   Developing Your Leadership Skills
    _____   Communications for officers
    _____   Membership Recruitment
    _____   Certified Volunteer Unit
    _____   Treasurer's Workshop
    _____   Committee goals

                _____
                other (please list)

    _____   _____
                other (please list)

____ ____ c. Did you assist in presenting information at the
yes no   leadership training?

             If yes, what did you present?

             _____

Communication

13. A good method for producing creative new ideas for a county or group project is:

    _____ a. reading
    _____ b. hiring a consultant
    _____ c. brainstorming
    _____ d. responding to complaints of members

14. Three main components of effective communication are:

    _____ a. listen, talk, and action
    _____ b. talk, trust, and caring
    _____ c. action, appearance, and tone of voice
    _____ d. listen, trust, and clarify

15. In order to reach people with information about meetings, a good rule to follow is to

    _____ a. use mass media
    _____ b. use three different methods of communication
    _____ c. always use direct mail
    _____ d. use newspapers as the best method of communication

16. When persons in meetings distract the entire group, they can be controlled by:

    _____ a. telling them to be quiet
    _____ b. letting them have their way
    _____ c. using parliamentary procedure
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17. Secretary's minutes of a regular meeting should include:

    _____ a. the name of the person seconding a motion
    _____ b. the signature, "Respectfully submitted"
    _____ c. the opinion of the secretary
    _____ d. a separate paragraph for each subject matter

18. Communication is important for organizations to function effectively. We communicate based on five basic personal needs. The needs include physiological needs, safety needs, love needs, and

    _____ a. esteem needs; self-actualization needs
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    _____ c. motivational needs; trust needs
    _____ d. materialistic needs; spiritual needs

19. People generally remember:

    _____ a. 10 % of what they hear
    _____ b. 20 % of what they hear and see
    _____ c. 50 % of what they hear and see
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20. Communication at a meeting can be improved by the leader:

    _____ a. sharing his/her experiences
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DIRECTIONS: PLEASE CHECK (✓) THE BLANK AND/OR ANSWER THE QUESTIONS IN THE SPACE
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_____ _____ 1. Have you had leadership training for officers and committee
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               If your answer is NO, please answer question h.

           a. Where and when did you have the training?

               _____   _____
                    (location)   (date)

           b. Which of the following topics were included
              in the training?
              Check (✓) or list those which apply:

    _____   Leadership Survival Kit
    _____   Developing Your Leadership Skills
    _____   Communications for officers
    _____   Membership Recruitment
    _____   Certified Volunteer Unit
    _____   Treasurer's Workshop
    _____   Committee goals
    _____   _____
                  other (please list)

    _____   _____
                  other (please list)

_____ _____ c. Did you assist in presenting information at the
yes   no   leadership training?

               If yes, what did you present?

               _____

Treasurer

13. The state membership dues for 1984 are:

_____ a. $ .50 per member
_____ b. $1.00 per member
_____ c. $1.25 per member
_____ d. $2.75 per member

14. The Norma Brumbaugh Scholarship fund provides:

_____ a. scholarships for freshman home economics students
_____ b. scholarships for Extension home economists
_____ c. scholarships for Extension homemakers
_____ d. scholarships for sophmore home economics students

15. The treasurer's books should be balanced:

_____ a. each month
_____ b. once every 6 months
_____ c. once a year at income tax time
_____ d. when the treasurer wants to do so

16. Bills should be paid by check:

_____ a. to keep good records
_____ b. because its good business
_____ c. to protect the treasurer
_____ d. for all of the above reasons

17. All monies are due to the state treasurer by:

_____ a. January 1
_____ b. March 1
_____ c. October 1
_____ d. December 15

18. The 990 IRS forms are completed each year

_____ a. to maintain good records
_____ b. to keep tax exempt status
_____ c. for audit purposes
_____ d. to explain Extension homemaker programs

19. The journal should be kept:

_____ a. throughout the year
_____ b. in the checkbook until the end of the year
_____ c. only for checking accounts
_____ d. for only fund raising accounts

20. Entries in the journal are categorized to:

    _____ a. balance the journal
    _____ b. keep track of the expenses
    _____ c. complete the 990 form
    _____ d. locate major expenses

21. The budget provides:

    _____ a. a plan for use of money
    _____ b. authority for treasurer to spend money
    _____ c. records for income
    _____ d. allowances for all officers

****

SECTION II. LEADERSHIP DEVELOPMENT IN YOUR COUNTY

DIRECTIONS: PLEASE CHECK (✓) THE BLANK AND/OR ANSWER THE QUESTIONS IN THE SPACE
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yes   no   chairmen in your county since the November district
            leadership training?

            If your answer is YES, please answer questions a - g.

            If your answer is NO, please answer question h.

       a. Where and when did you have the training?

          _____   _____
             (location)   (date)

       b. Which of the following topics were included
          in the training?
          Check (✓) or list those which apply:

_____   Leadership Survival Kit
_____   Developing Your Leadership Skills
_____   Communications for officers
_____   Membership Recruitment
_____   Certified Volunteer Unit
_____   Treasurer's Workshop
_____   Committee goals

          _____
_____   other (please list)

          _____
_____   other (please list)

_____ _____ c. Did you assist in presenting information at the
yes   no   leadership training?

            If yes, what did you present?

          _____

Membership

13. The goal of organizing special interest Extension
     homemaker groups is:

    _____ a. to create a new membership category
    _____ b. to extend home economics information to others
    _____ c. to add duties for membership chairman
    _____ d. all of the above

14. Special interest groups are required to meet:

    _____ a. once every two months
    _____ b. at least four times a year
    _____ c. once a month
    _____ d. at least once a year

15. The best method for recruiting new members is to:

    _____ a. advertise in the newspaper
    _____ b. send a letter
    _____ c. ask someone and follow-up on contact
    _____ d. send membership brochure through mail

16. The state membership dues for 1984 are:

    _____ a. $ .50 per member
    _____ b. $1.25 per member
    _____ c. $1.00 per member
    _____ d. $2.75 per member

17. Interesting meetings attract new members. To insure interesting
     meetings:

    _____ a. use different teaching methods
    _____ b. lesson leaders are prepared
    _____ c. have well planned agenda
    _____ d. use all of the above suggestions

18. In productive groups, the following condition exists:

    _____ a. one or two people do all the talking
    _____ b. the group uses the agenda as a guide for discussion
    _____ c. the discussion jumps from one idea to another
    _____ d. discussions go on and on until people are tired

19. One way to discourage new members is to:

    _____ a. be an active group in the community
    _____ b. have a spontaneous meeting each month
    _____ c. include new members as a part of the group
    _____ d. have good programs

20. Oklahoma Extension Homemakers Week is a good time to recruit new members. The week is always observed:

_____ a. Thanksgiving Week
_____ b. the first week in May
_____ c. the second week in May
_____ d. the first week in September

21. The membership committee should work closely with:

_____ a. all committees
_____ b. the public relations committee
_____ c. the education committee
_____ d. the citizenship and community outreach committee

****

SECTION II. LEADERSHIP DEVELOPMENT IN YOUR COUNTY

DIRECTIONS: PLEASE CHECK (✓) THE BLANK AND/OR ANSWER THE QUESTIONS IN THE SPACE PROVIDED.

_____ _____ 1. Have you had leadership training for officers and committee
yes   no   chairmen in your county since the November district
               leadership training?

If your answer is YES, please answer questions a - g.

If your answer is NO, please answer question h.

a. Where and when did you have the training?

_____   _____
        (location)   (date)

b. Which of the following topics were included
    in the training?
    Check (✓) or list those which apply:

_____ Leadership Survival Kit
_____ Developing Your Leadership Skills
_____ Communications for officers
_____ Membership Recruitment
_____ Certified Volunteer Unit
_____ Treasurer's Workshop
_____ Committee goals

_____ _____
           other (please list)

_____ _____
           other (please list)

_____ _____ c. Did you assist in presenting information at the
yes   no   leadership training?

If yes, what did you present? _____

APPENDIX G

QUALITATIVE INTERVIEWS

QUALITATIVE INTERVIEW FOR LEADERSHIP DEVELOPMENT WORKSHOP

COUNTY OFFICER

INTRODUCTION:

THE PURPOSE OF THIS INTERVIEW IS TO GET INFORMATION THAT WILL HELP THE EXTENSION HOMEMAKER LEADERS AND ADVISORS IMPROVE THE TOTAL PROGRAM. WE ARE PARTICULARLY INTERESTED IN THE DISTRICT AND COUNTY LEADERSHIP DEVELOPMENT WORKSHOPS. THE WORKSHOP IN YOUR DISTRICT WAS NOVEMBER ___ 1983 IN _____, OKLAHOMA. AS SOMEONE WHO HAS BEEN IN THE LEADERSHIP OF THE EXTENSION HOMEMAKERS ORGANIZATION IN YOUR COUNTY AND GROUP YOU ARE IN A UNIQUE POSITION TO DESCRIBE WHAT THE PROGRAM DOES AND HOW IT AFFECTS PEOPLE. AND THAT'S WHAT THE INTERVIEW IS ABOUT: YOUR EXPERIENCES WITH LEADERSHIP TRAINING AND RESPONSIBILITIES AND YOUR THOUGHTS ABOUT YOUR EXPERIENCES.

THE ANSWERS FROM ALL THE PEOPLE WE INTERVIEW, AND WE'RE INTERVIEWING ABOUT 40 PEOPLE, WILL BE COMBINED INTO AN OVERVIEW AND SUMMARY BEFORE ANYONE SEES WHAT PEOPLE SAID. NOTHING YOU SAY WILL EVER BE IDENTIFIED WITH YOU PERSONALLY. AS WE GO THROUGH THE INTERVIEW, IF YOU HAVE ANY QUESTIONS ABOUT WHY I'M ASKING SOME PARTICULAR THINGS, PLEASE FEEL FREE TO ASK. OF IF THERE'S ANYTHING YOU DON'T WANT TO ANSWER JUST TELL ME. THE PURPOSE OF THE INTERVIEW IS TO GET YOUR INSIGHTS ABOUT HOW THE TRAINING SESSIONS AND HOW THEY AFFECT PEOPLE AND THE ORGANIZATION.

I WOULD LIKE TO TAPE THIS INTERVIEW SO THAT I DON'T MISS ANY OF IT. I DON'T WANT TO TAKE THE CHANCE OF RELYING ON MY NOTES AND THEREBY MISS SOMETHING THAT YOU SAY OR INADVERTENTLY CHANGE YOUR WORDS SOMEHOW. SO, IF YOU DON'T MIND, I'D VERY MUCH LIKE TO USE THE RECORDER. IF AT ANY TIME DURING THE INTERVIEW YOU WOULD LIKE TO TURN THE TAPE RECORDER OFF, ALL YOU HAVE TO DO IS PRESS THIS BUTTON ON THE MICROPHONE, AND THE RECORDER WILL STOP. IS IT ALL RIGHT WITH YOU IF I TAPE THIS INTERVIEW?

ARE THERE QUESTIONS BEFORE WE BEGIN?

AS A REMINDER OF THE WORKSHOP YOU ATTENDED IN 1983, HERE IS A SAMPLE PROGRAM FOR THE DAY AND A COPY OF THE MATERIALS DISTRIBUTED TO ALL PARTICIPANTS.

1. How were you personally involved in the leadership development workshop?

2. What do you remember as the highlight of the workshop for you?

3. What was the low point?

4. What do you know now that you didn't know before you became an officer?

5. What kinds of changes in yourself do you see or feel as a result of your participation in the workshop?

6. What kinds of changes in yourself do you see or feel as a result of your experience as _____(officer role)?

7. What things that you experienced during the workshop carried over to your life since the workshop?

8. What things that you experienced as an (officer) in Extension Homemakers carried over to your life in other areas?

9. What other organizations are you an officer or committee member in?

10. Based on your experience, what would you say are the strengths of the Extension Homemakers Leadership Development Program?

11. What are the weaknesses?

12. LET ME ASK YOU NOW ABOUT SOME OF YOUR FEELINGS ABOUT THE PROGRAM. What are some of the things that you really liked about the leadership workshop?

13. What about dislikes? What are some things you didn't like so much about the workshops?

14. How did you use the information received at the district leadership workshop in your county?

15. Did you participate in a county officer or leadership development workshop in 1984?

15b. If yes, what would you say you got out of the experience?

16. You have given me a lot of information about your experiences in Extension Homemakers, strengths and weaknesses you've observed. Now I'd like to ask you about your recommendations for the program. If you had the power to change things about the program, what would you make different?

17. If I were a new officer who just started in Extension Homemakers, and I asked you what I should do to really do well in the program, what would you tell me?

18. What recommendations do you have for the next district leadership development workshop next fall?

19. OKAY, YOU'VE BEEN VERY HELPFUL. Any other thoughts or feelings you might share with me to help me understand your reactions to the workshop and how it affected you?

20. Anything at all you'd like to add?

THANK YOU SO VERY MUCH FOR ALL YOUR HELP. I APPRECIATE YOUR TAKING THE TIME FOR THE INTERVIEW. THIS INFORMATION WILL BE KEPT CONFIDENTIAL, AND SHOULD HELP IN PLANNING THE NEXT DISTRICT WORKSHOPS.

QUALITATIVE INTERVIEW FOR LEADERSHIP DEVELOPMENT WORKSHOP

LOCAL OFFICER

INTRODUCTION:

THE PURPOSE OF THIS INTERVIEW IS TO GET INFORMATION THAT WILL HELP THE EXTENSION HOMEMAKER LEADERS AND ADVISORS IMPROVE THE TOTAL PROGRAM. WE ARE PARTICULARLY INTERESTED IN THE DISTRICT AND COUNTY LEADERSHIP DEVELOPMENT WORKSHOPS. THE WORKSHOP IN YOUR DISTRICT WAS NOVEMBER __ 1983 IN _____, OKLAHOMA AND THE COUNTY WORKSHOP OR TRAINING WOULD HAVE FOLLOWED THIS DATE IN 1983 OR 1984. AS SOMEONE WHO HAS BEEN IN THE LEADERSHIP OF THE EXTENSION HOMEMAKERS ORGANIZATION IN YOUR COUNTY AND GROUP YOU ARE IN A UNIQUE POSITION TO DESCRIBE WHAT THE PROGRAM DOES AND HOW IT AFFECTS PEOPLE. AND THAT'S WHAT THE INTERVIEW IS ABOUT: YOUR EXPERIENCES WITH LEADERSHIP TRAINING AND RESPONSIBILITIES AND YOUR THOUGHTS ABOUT YOUR EXPERIENCES.

THE ANSWERS FROM ALL THE PEOPLE WE INTERVIEW, AND WE'RE INTERVIEWING ABOUT 40 PEOPLE, WILL BE COMBINED INTO AN OVERVIEW AND SUMMARY BEFORE ANYONE SEES WHAT PEOPLE SAID. NOTHING YOU SAY WILL EVER BE IDENTIFIED WITH YOU PERSONALLY. AS WE GO THROUGH THE INTERVIEW, IF YOU HAVE ANY QUESTIONS ABOUT WHY I'M ASKING SOME PARTICULAR THINGS, PLEASE FEEL FREE TO ASK. OF IF THERE'S ANYTHING YOU DON'T WANT TO ANSWER JUST TELL ME. THE PURPOSE OF THE INTERVIEW IS TO GET YOUR INSIGHTS ABOUT HOW THE TRAINING SESSIONS AND HOW THEY AFFECT PEOPLE AND THE ORGANIZATION.

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ARE THERE QUESTIONS BEFORE WE BEGIN?

1. Did you participate in a county officer or leadership development workshop in 1984?

2. How were you personally involved in the leadership development workshop?

3. What do you remember as the highlight of the workshop for you?

4. What was the low point?

5. What do you know now that you didn't know before you became an officer?

6. What kinds of changes in yourself do you see or feel as a result of your participation in the workshop?

7. What kinds of changes in yourself do you see or feel as a result of your experience as _____(officer role)?

8. What things that you experienced during the workshop carried over to your life since the workshop?

9. What things that you experienced as an (officer) in Extension Homemakers carried over to your life in other areas?

10. What other organizations are you an officer or committee member in?

11. Based on your experience, what would you say are the strengths of the Extension Homemakers Leadership Development Program?

12. What are the weaknesses?

13. LET ME ASK YOU NOW ABOUT SOME OF YOUR FEELINGS ABOUT THE PROGRAM. What are some of the things that you really liked about the leadership workshop?

14. What about dislikes? What are some things you didn't like so much about the workshops?

15. You have given me a lot of information about your experiences in Extension Homemakers, strengths and weaknesses you've observed. Now I'd like to ask you about your recommendations for the program. If you had the power to change things about the program, what would you make different?

16. If I were a new officer who just started in Extension Homemakers, and I asked you what I should do to really do well in the program, what would you tell me?

17. What recommendations do you have for the next county leadership development workshop?

18. OKAY, YOU'VE BEEN VERY HELPFUL. Any other thoughts or feelings you might share with me to help me understand your reactions to the workshop and how it affected you?

19. Anything at all you'd like to add?

THANK YOU SO VERY MUCH FOR ALL YOUR HELP. I APPRECIATE YOUR TAKING THE TIME FOR THE INTERVIEW. THIS INFORMATION WILL BE KEPT CONFI-DENTIAL, AND SHOULD HELP IN PLANNING THE NEXT DISTRICT AND COUNTY WORKSHOPS.

APPENDIX H

RESULTS OF FOLLOW-UP SURVEY

TABLES XVI - XX

TABLE XVI

CHI-SQUARE ANALYSIS OF SECTION III OF FOLLOW-UP SURVEY
VARIABLES INDICATING DEGREE OF ACCEPTANCE
OF THE WORKSHOP

Group*	Variable	No Response	1-4**	5	6	7
			Frequency of Response			
1	Building and Rooms	42	5	5	12	22
2	Building and Rooms	48	9	12	7	15

χ^2 3.948 $p < .26$

| 1 | Length of Meeting | 43 | 3 | 11 | 12 | 21 |
| 2 | Length of Meeting | 49 | 7 | 9 | 10 | 16 |

χ^2 2.384 $p < .49$

| 1 | Objectives | 46 | 4 | 6 | 19 | 15 |
| 2 | Objectives | 51 | 8 | 8 | 8 | 16 |

χ^2 5.956 $p < .11$

| 1 | Content | 45 | 4 | 7 | 21 | 13 |
| 2 | Content | 51 | 9 | 6 | 11 | 14 |

χ^2 4.884 $p < .18$

| 1 | Training Materials | 46 | 5 | 3 | 18 | 18 |
| 2 | Training Materials | 51 | 8 | 4 | 12 | 16 |

χ^2 1.967 $p < .57$

| 1 | Audio Visuals | 49 | 3 | 7 | 17 | 14 |
| 2 | Audio Visuals | 51 | 9 | 10 | 10 | 11 |

χ^2 5.692 $p < .13$

| 1 | Organization | 46 | 3 | 3 | 18 | 20 |
| 2 | Organization | 51 | 4 | 8 | 12 | 16 |

χ^2 3.878 $p < .27$

| 1 | Stayed on Schedule | 46 | 3 | 2 | 19 | 20 |
| 2 | Stayed on Schedule | 53 | 3 | 6 | 14 | 15 |

χ^2 3.049 $p < .38$

| 1 | Involved Participants | 46 | 5 | 8 | 13 | 18 |
| 2 | Involved Participants | 52 | 8 | 9 | 6 | 16 |

χ^2 2.664 $p < .44$

| 1 | Style and Delivery | 47 | 5 | 6 | 17 | 18 |
| 2 | Style and Delivery | 51 | 9 | 5 | 11 | 15 |

χ^2 6.003 $p < .11$

| 1 | Your Knowledge | 46 | 2 | 18 | 15 | 9 |
| 2 | Your Knowledge | 51 | 9 | 15 | 7 | 9 |

χ^2 7.462 $p < .06$

| 1 | Your Attitude | 47 | 4 | 7 | 17 | 15 |
| 2 | Your Attitude | 52 | 9 | 8 | 10 | 12 |

χ^2 3.952 $p < .27$

TABLE XVI (Continued)

Group*	Variable	Frequency of Response				
		No Response	1-4**	5	6	7
1	Your Interest	46	3	8	14	19
2	Your Interest	51	7	12	8	13

χ^2 4.982 $p < .17$

1	Your Extension Homemakers Leader Goals	46	5	11	16	12
2	Your Extension Homemakers Leader Goals	52	7	11	7	14

χ^2 3.721 $p < .29$

1	Your Communication Skills	46	5	18	10	11
2	Your Communication Skills	52	11	14	4	10

χ^2 5.086 $p < .17$

*Group 1 n=90 and group 2 n=91 for all variables; 1 is experimental, 2 is control.

**Responses 1-4 were combined for the chi-square analysis since the response rate for these items was limited.

TABLE XVII

CHI-SQUARE ANALYSIS OF PARTICIPANTS' REPORTS
OF COUNTY LEADERSHIP TRAINING HELD

Group	Variable	No Response	No	Yes	Chi-Square	ρ
1	Held Training	22	20	48		
2	Held Training	26	22	43	.302	.58

TABLE XVIII

CHI-SQUARE ANALYSIS OF REPORTS OF TOPICS INCLUDED
IN COUNTY LEADERSHIP TRAINING

Group	Variable	No Response	No	Yes	Chi-Square	ρ
1	Leadership Survival Kit	42	23	25		
2	Leadership Survival Kit	48	17	26	.647	.42
1	Developing Leadership Skills	42	16	32		
2	Developing Leadership Skills	48	18	25	.705	.40
1	Communications for Officers	42	20	28		
2	Communications for Officers	48	25	18	2.462	.11
1	Membership Recruitment	42	28	20		
2	Membership Recruitment	48	26	17	.043	.83
1	Certified Volunteer Unit	42	26	22		
2	Certified Volunteer Unit	47	28	16	.849	.35
1	Treasurers' Workshop	42	28	20		
2	Treasurers' Workshop	48	27	16	.188	.66
1	Committee Goals	42	39	9		
2	Committee Goals	47	29	15	2.802	.94

TABLE XIX

CHI-SQUARE ANALYSIS OF RESPONDENTS' REPORTS
OF INVOLVEMENT IN COMMUNITY ORGANIZATIONS

Organization Type	Group	No Response	No	Yes	Chi-Square	p
1. Civic Groups	1	17	44	29	.839	.36
	2	20	48	23		
2. Church Groups	1	17	21	52	.213	.64
	2	20	18	53		
3. PTA School Organizations	1	17	63	10	.285	.59
	2	20	59	12		
4. Senior Citizens	1	17	54	19	1.774	.18
	2	20	59	12		
5. Farm Organizations	1	17	61	12	.088	.76
	2	20	58	13		
6. OSU Advisory	1	17	62	11	.172	.68
	2	20	62	9		
7. League of Women Voters	1	17	72	1	.369	.54
	2	20	69	2		
8. Political Organizations	1	17	63	10	.194	.66
	2	20	63	8		
9. 4-H Leaders Organizations	1	17	58	15	.470	.49
	2	20	53	18		
10. Other Organizations	1	17	48	25	.056	.81
	2	20	48	23		

*Group 1 n=90 and group 2 n=91 for all variables.

TABLE XX

CHI-SQUARE ANALYSIS OF RESPONDENTS' INVOLVEMENT
IN COUNTY LEADERSHIP TRAINING

Variable	Group	n	No Response	No	Yes	Chi-Square	p
Lesson Leader	1	90	22	12	56	.253	.61
	2	91	22	10	59		
Used Materials	1	90	30	35	25	.358	.55
	2	91	25	35	31		

VITA

Donna Stevenson Cadwalader

Candidate for the Degree of

Doctor of Philosophy

Thesis: EVALUATION OF VOLUNTEER LEADERSHIP DEVELOPMENT WORKSHOPS -
EFFECTS OF PARTICIPATION IN THE PLANNING PROCESS

Major Field: Home Economics - Home Economics Education

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Master of Teaching degree from East Central Oklahoma State
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