LEADERSHIP COMPETENCIES AND PERCEPTIONS OF STUDENTS FOLLOWING A TRADITIONAL OR WEB-BASED GRADUATE ACADEMIC LEADERSHIP COURSE

A Dissertation

by

SHARON ELAINE KOCH

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2005

Major Subject: Agricultural Education

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Approved as to style and content by:

Christine D. Townsend (Chair of Committee)	R. Daniel Lineberger (Member)
Kim E. Dooley (Member)	Jayne M. Zajicek (Member)

Christine D. Townsend
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ABSTRACT

Leadership Competencies and Perceptions of Students Following a Traditional or Web-based Graduate Academic Leadership Course. (May 2005)

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Chair of Committee: Dr. Christine D. Townsend

The intent of this study was to determine if leadership competency levels of the students enrolled in a graduate level leadership course were different when taught in Web-based versus traditional classroom settings. Specifically studied were leadership competency scores based on self-perceived leadership skills, leadership expertise, and Web-based and traditional classroom style. The population for this study consisted of students enrolled in a graduate level leadership course in the Spring semester of 2003. The participants completed a questionnaire to ascertain how much they remembered and used the competencies taught in the leadership course. They also responded to how their leadership perceptions and practices changed after completing the course. In addition, the participants completed a section that assessed their self-perceptions of leadership skills. This study found that the instructional format of a graduate level leadership course did not affect how much the students remembered or used the competencies presented. However, it was discovered that women in the Web-based section had a stronger perception of themselves than women enrolled in the traditional section. Furthermore, Web-based instruction combined with high perceptions of leadership expertise had a positive affect on the Decision Making Scale score.

DEDICATION

To Jeff

Thank you. I Love You.

ACKNOWLEDGEMENTS

First of all, I would like to thank my husband, Jeff. Without your support I would not have finished this work. Thanks for listening and understanding even when I made no sense at all. I would also like to thank my family. Mom and Dad you let us know early on in our lives how important education is and I hope that I have made you as proud of me as I am of being your daughter. To my sister and brothers, you guys paved the way for me and for that I am very thankful. Thanks for all the support, love and direction all of you have shown me. To my in-laws, thanks for the always encouraging words and understanding.

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I would also like to send out a big thanks to my committee, Dr. Kim Dooley, Dr. Dan Lineberger, and Dr. Jayne Zajicek. Dr. Dooley, you provided me with great knowledge and expertise and really peaked my interest in distance education. Dr. Lineberger, Thanks for getting me out of all those web design jams I seem to have gotten into. I have learned so much from you that I probably cannot remember some of it. Dr. Zajicek, thank you for being my friend and adviser. I certainly would not be here if you hadn't believed that I could do this and allowed me the time to do it. I enjoyed working with each and every one of you.

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Thanks to all my fellow employees in the Horticulture Department who continually supported me and asked about my progress. The friendships I have made will last a lifetime and without having all of you around, this would have been a much less enjoyable process. Thank you.

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CHAPTER I

INTRODUCTION

Many authors and researchers have searched long and hard for a suitable definition of leadership and the skills that make up a leader. There are many definitions for this term and sometimes the meaning of leadership can be ambiguous. A basic definition of leadership is the capacity to lead or the act or instance of leading (Merriam-Webster, 2003). Lussier (2003, p.5) defines leadership as "the process of influencing leaders and followers to achieve organizational objectives through change."

There is also a debate as to whether leadership can be taught. Brungardt (1996) stated that most scholars in the field of leadership believe that leaders are both born and made. Most leadership experts believe that a mix of theory and application is the best when teaching the subject of leadership (Brungardt, 1996). The theories in Agricultural Education 607: Youth Leadership Development are taught by lessons, discussions, and activities.

Leadership is a fairly new research field. Leadership, however, has gained notoriety over the past thirty years. Research about leadership education has revealed some general findings and recommendations.

Townsend and Carter (1983) studied the relationship of participation in FFA activities and leadership and found that leadership traits are enhanced with FFA activity.

This dissertation follows the style and format of the *Journal of Agricultural Education.*

They concluded that participation in FFA activities such as chapter officer, chapter awards, committee chairperson, and leadership camp enhanced students' leadership traits.

Rutherford, Townsend, Briers, Cummins, and Conrad (2002) supported this finding. These authors studied participants in the Washington Leadership Conference, a program for FFA members, and found that the students who were more involved in FFA perceived their leadership abilities to be stronger. The previous studies show that teaching leadership competencies through a leadership program allows students to become more comfortable in leadership roles.

The previous studies also concern youth organizations and their leadership development programs. Youth organizations are important entities for leadership development. However, one does not stop learning leadership skills after they graduate from high school. Brown and Fritz (1994) conducted a study of the agricultural education departments at all colleges in the United States to find which departments offer leadership development courses. Brown and Fritz (1994) found that agricultural education departments actively offered leadership development courses for credit. Sixty-five percent of the sample surveyed reported they offered courses of this type (Brown & Fritz, 1994). These courses were received by the students and faculty and are becoming more popular.

Birkenholz and Schumacher (1994) researched the leadership skills of College of Agriculture graduates at the University of Missouri. These authors found that graduates of the College of Agriculture believed they possessed leadership skills. These same

authors found that participation in student activities in high school and college was positively related to leadership development. Birkenholz and Schumacher (1994) also found that the most important activity related to the development of leadership skills in College of Agriculture graduates was membership in a fraternity or sorority. This finding indicates that being a part of an organization that encourages its members to be involved can help foster leadership skills.

Schumacher and Swan (1993) conducted a study to assess the need for formal leadership training for students enrolled in a College of Agriculture at a land grant university. The results of this study indicated that leadership development programs at the college level were needed and that students enrolled in Colleges of Agriculture are willing to take part in this training (Schumacher & Swan, 1993). Students enrolled in Colleges of Agriculture realize the importance and need for leadership development.

The previous studies concerned leadership being taught in traditional classrooms. However, distance education is growing rapidly. According to the U.S. Department of Education's National Center for Education Statistics (1998), 62% of public 4-year institutions offered distance education courses in the fall of 1995. Distance education students are often older and are coordinating various job and family commitments with their learning opportunities (Miller & Pilcher, 2000a).

A traditional classroom is described as a setting where the students and instructor meet face-to-face. In other words, students and instructors meet at a predetermined time and location. Distance education, according to the U.S. Department of Agriculture

(2004), is a process to create and provide access to learning when distance and time separate the source of information and the learners.

Thompson, Orr, and Thompson (2001) conducted a study at the University of Arkansas with students who were employed full time and finishing a Bachelor's degree at a distance to determine their perceptions of distance education classes. In this study, the authors found that the participants rated the areas of student learning and instructional techniques the lowest among five areas because of the lack of classroom interaction, the amount of content covered, kinds of instructional techniques used, and interpersonal relationships with students and instructors at other locations (Thompson, Orr, & Thompson, 2001). In this same study, however, the students were comfortable with the medium the course was delivered in and learned how to use the technology quickly (Thompson, Orr, & Thompson, 2001). This study shows that students who study at a distance recognize the value of distance education for themselves and the positive future use of distance education.

These studies provide the framework for the present study. Leadership skills can be taught and using the web to deliver materials is an accepted means of delivery. However, can leadership competencies be taught via the web?

Statement of the Problem

The development of leadership skills is an issue facing educators at the college level. Leadership development has been a mission of youth organizations for some time, but is now gaining popularity at the college level (Fritz & Brown, 1998). Colleges and

universities are teaching leadership skills to students who have had opportunities to learn these skills from agricultural youth organizations like 4-H and FFA. Therefore, many students arrive at college with the expectation to learn leadership skills. In response to this perceived need, Texas A&M University Department of Agricultural Education offers leadership courses at the undergraduate level as well as the graduate level.

At the same time, the technology age is upon the world and consequently colleges are starting to move their classes onto the Internet forum to accommodate the learners who cannot be present in the traditional classroom (Kelsey, Lindner, & Dooley, 2002). Leadership education is no exception. Colleges and universities are offering classes that teach leadership competencies not only in traditional formats, but also in a Web-based format. In light of the influx of technology and the interest in leadership education, this study will explore the leadership competencies learned by traditional and Web-based graduate students as well as their perceptions of their own leadership abilities.

Past research has shown general trends in leadership education. Leadership education is a popular course on college campuses. Colleges try to reach as many students as possible with their courses. Currently, there is a push for college courses to be offered in a Web-based format so that more students can take the classes. Therefore, colleges need to know if teaching leadership education in a Web-based format is a viable option and if students who have completed a Web-based leadership education class have different leadership competencies and perceptions than those who have completed the same class in a traditional format.

Purpose and Objectives

The purpose of this study is to determine if leadership competency levels of Agricultural Education 607: Youth Leadership Programs (AGED 607) students differ when taught in Web-based versus traditional classroom settings.

The objectives of this study are to:

1. Determine how much the participant remembers and uses the information or competencies taught in AGED 607.
2. Compare leadership competency levels of participants in the Web-based section and the traditional section of AGED 607.
3. Compare the leadership perceptions of the Web-based students with the leadership perceptions of the traditional classroom students.

Hypotheses

Based on the purpose and objectives of this study, the following hypotheses have been formulated:

H_{01}= There is no difference among Web-based and traditional students' leadership competencies scores.

H_{02}= There is no difference among Web-based and traditional students' self-perceived leadership skills.

H_{03}= There is no difference among Web-based and traditional students leadership competencies scores based on gender.

H_{04}= There is no difference among Web-based and traditional students leadership competencies scores based on leadership expertise.

Definition of Terms

- **AGED 607:** Agricultural Education 607, Youth Leadership Program course at Texas A&M University.
- **Leadership Competencies:** Knowledge, skills, and abilities as a result of taking AGED 607.
- **Tradition classroom setting:** Face-to-face setting. The instructor and students meet at the same time and the same place for class.
- **Web-based classroom:** A classroom where asynchronous learning occurs. The students and instructor are separated by time and place.

Assumptions

The following assumptions were made in the performance of this study:

1. The Leadership Skills Inventory used in this study measured self-perceived leadership skills.
2. Leadership skills were definable and measurable.
3. Leadership is a measurable phenomenon.
4. The participants assessed their leadership skills and abilities honestly and accurately.

Limitations

1. This study investigated students' self-perceived leadership skills in AGED 607 at Texas A&M University.
2. This study investigated how students' remembered and used leadership competencies taught in AGED 607 at Texas A&M University.

3. This study may be generalized only to students enrolled in AGED 607 at Texas A&M University.

4. Individuals may have been swayed to report socially acceptable responses due to the self-reporting nature of this study.

Delimitations

This study was delimitated to include only those individuals in AGED 607 at Texas A&M University who elected to participate in the study. It is further delimitated to those individuals who enrolled in AGED 607 in the Spring semester of 2003.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The development of leadership skills is an issue that educators at the college level are facing. Students are arriving at college with more leadership skills now than in the past due to participation in youth organizations like 4-H and FFA. Leadership development has been a mission of youth organizations for some time now, but is now gaining popularity at the college level (Fritz & Brown, 1998). This review of literature will show the research that has been conducted in the field of leadership development and the instructional methods used to teach leadership development.

Leadership Competencies

Many authors and researchers have searched long and hard for a suitable definition of *leadership* and the skills that that make up a leader. There are many definitions for this term and sometimes the meaning of *leadership* can be ambiguous. A basic definition of *leadership* is the capacity to lead or the act or instance of leading (Merriam-Webster, 2003). Lussier (2003, p.5) defines leadership as "the process of influencing leaders and followers to achieve organizational objectives through change."

Researchers have also searched for the traits, skills, and attitudes that a leader encompasses. Generally, leadership educators believe leadership skills can be learned (Bennis, 2003). And, therefore, competencies are developed that can be taught through

leadership education courses or programs. The competencies may be derived from the Big Five dimension of traits (Lussier, 2003) which includes urgency, agreeableness, adjustment, conscientiousness, and openness to experience. Other competencies are obtained from trait theory research and include dominance, high energy, internal locus of control, integrity, flexibility, self-confidence, stability, intelligence, and sensitivity to others (Lussier, 2003). Several attitudes toward people have been infused into leadership education and include a leader or group centered approach (Cummins, 1995). As educators decipher the many aspects of leadership, they also chose many different avenues for teaching leadership.

There is also a debate as to whether leadership can be taught. Brungardt (1996) stated that most scholars in the field of leadership believe that leaders are both born and made. Most leadership experts believe that a mix of theory and application is the best when teaching the subject of leadership (Brungardt, 1996).

Many youth organizations have leadership programs and strive to produce leaders. Townsend and Carter (1983) studied the relationship of participation in FFA activities and leadership and found that the leadership trait is enhanced with FFA activity. Therefore, participation in FFA activities such as Chapter officer, Chapter awards, Committee chairperson, and Leadership camp enhanced the students' leadership trait. Most of these activities take place on the local or chapter level of FFA and these students seemed to attain higher personal development and hence should be encouraged to participate in FFA to their fullest extent (Townsend & Carter, 1983).

Rutherford, Townsend, Briers, Cummins, and Conrad (2002) supported this finding. These authors studied participants in the Washington Leadership Conference, a program for FFA members, and found that the students who were more involved in FFA perceived their leadership abilities to be stronger. These studies show that teaching leadership competencies through a leadership program allows students to become more comfortable in leadership roles.

Dormody and Seevers (1994a) studied FFA members from Arizona, Colorado, and New Mexico and found these FFA members were citing that many FFA activities including holding office, serving on committees, and attending the National FFA Convention contributed to their leadership skills development. However, these authors also say that even though FFA members are valuing these activities, it is not clear whether these activities are related to the development of leadership skills (Dormody & Seevers, 1994a). Participation in these activities is, however, giving FFA members a perception of increased leadership skills.

Wingenbach and Kahler (1997) studied Iowa FFA members and found that positive relationships existed between scores on the Youth Leadership and Life Skills Development Scale and FFA leadership activities, as well as membership in the FFA. Therefore, just being a member in FFA had a positive relationship to leadership skills. However, more cooperation among FFA advisors, other youth organizations, and business and industry personnel may result in an environment that is more conducive to building leadership development in all secondary level youth, not just those involved with FFA (Wingenbach & Kahler, 1997).

In another study completed by Dormody and Seevers (1994b), participation in FFA leadership activities had a weak relationship with leadership skills development. Even though these FFA members were participating in many FFA leadership activities, they were not showing great development in leadership skills. In the same study, Dormody and Seevers (1994b) found that some combination of the level of performance that FFA members expected of themselves in FFA activities and the level of evaluation FFA members expected from others had a positive relationship with leadership skills development. Therefore, if FFA members expected high performance from themselves in FFA activities and rigorous evaluation from others, they would better develop their leadership skills through those FFA activities.

Seevers and Dormody (1994) also studied senior 4-H members in Arizona, Colorado, and New Mexico. In this study they found that participation in 4-H leadership activities had a positive relationship with leadership skills development (Seevers & Dormody, 1994). Senior 4-H members were gaining leadership skills in their 4-H leadership activities. The 4-H leadership activities were helping senior 4-H members to increase their leadership skills.

In this study same study, Seevers and Dormody (1994) also found that some combinations of the level of performance 4-H members expect from themselves in 4-H activities and the level of evaluation 4-H members expect from others had a positive relationship with leadership skills development. This is in congruence with Dormody and Seever's early findings with FFA members (1994b). Both of the previous studies also found that females had higher youth leadership life skills development than males.

Fritz and Brown (1998) conducted a follow up study of the agricultural education departments at all colleges in the United States to find if leadership development was being taught at the undergraduate level. Fourteen of the 53 departments studied indicated that leadership development courses were required for undergraduate students in agriculture at their institution (Fritz & Brown, 1998). Thirty-two of the institutions indicated that leadership development courses were required for all agricultural education majors (Fritz & Brown, 1998).

Thorp, Cummins, and Townsend (1998) studied female students in a collegiate leadership development course. These authors found that the more leadership courses and the more academic leadership activities females participated in, the stronger they perceived their ability to lead (Thorp, Cummins, & Townsend, 1998). Therefore, giving females more opportunities to learn and practice leadership competencies can strengthen their ability to lead. However, Thorp, Cummins, and Townsend (1998) found that the connection between women's previous leadership experiences and their present self perception of leadership skills was not very congruent. Dormody and Seevers (1994b) and Seevers and Dormody (1994) found that female FFA and 4-H members had higher scores on the Youth Leadership and Life Skills Development Scale than males. FFA and 4-H give females the opportunity to learn and practice leadership skills and helps to strengthen their ability to lead.

Birkenholz and Schumacher (1994) conducted a study to assess the leadership skills of College of Agriculture Graduates at the University of Missouri. These authors found that graduates of the College of Agriculture believed they possessed leadership

skills (Birkenholz & Schumacher, 1994). These same authors found that participation in student activities in high school and college was positively related to leadership development (Birkenholz & Schumacher, 1994). Birkenholz and Schumacher (1994) also found that the most important activity related to the development of leadership skills in this College of Agriculture graduates was membership in a fraternity or sorority. This shows that being a part of an organization that encourages its' members to be involved can help increase leadership skills.

Schumacher and Swan (1993) conducted a study to assess the need for formal leadership training for students enrolled in a college of agriculture at a land grant university. The results of this study indicated that leadership development programs at the college level were needed and that students enrolled in colleges of agriculture are willing to take part in this training (Schumacher & Swan, 1993). Students enrolled in colleges of agriculture realize the importance and need for leadership development. Schumacher and Swan (1993) also found that students who work on campus and students who work in an agri-business had stronger agreement with the leadership constructs than students who work on a farm or in some other occupation while attending college.

McKinley, Birkenholz, and Stewart (1993) studied students enrolled at the University of Missouri-Columbia in the College of Agriculture to assess their perceived leadership abilities related to participation in organizations. These authors found relationships between four factors, interpersonal relations, administration, self management, and communication, and participation in several activities including,

athletics, FFA, fraternity/sorority, 4-H, and livestock associations (McKinley, Birkenholz, & Stewart, 1993). By participating in student activities and organizations, College of Agriculture students enhanced their communications skills (McKinley, Birkenholz, & Stewart, 1993). These findings show that participation in some activity effected several leadership skills.

Instructional Formats

There are many types of instructional formats available. The two that will be the focus are traditional classroom setting and Web-based classroom setting. These two formats are very different and have different requirements.

A traditional classroom is one where the students and instructor meet face-to-face. In other words, students and instructors meet at a predetermined time and location for a class. Distance education, according to the U.S. Department of Agriculture (2004), is a process to create and provide access to learning when distance and time separate the source of information and the learners.

Distance education is growing rapidly. According the U.S. Department of Education's National Center for Education Statistics (2004), 89% of public 4-year institutions offered distance education courses in 2000-2001, this is up from 62% in 1995 (NCES, 1998). Distance education students are often older and are coordinating various job and family commitments with their learning opportunities (Miller & Pilcher, 2000a).

The increased demand for college level courses to be offered online has caused many departments to take a serious look at the courses they offer and identify potential Web-based courses. In this process, departments must consider whether or not the subject matter of particular courses lends itself to Web-based instruction. Media comparison studies began around 1912 with the investigation of picture integration (Clark, 1983). In similar studies throughout the century, the predominant finding is that there is no significant difference between the various media types or between traditional courses and distance delivered courses. Russell (1999) illustrates this result with his compilation of 355 studies concerning technology and distance education that form the basis for the "no significant difference phenomenon." These were some of the first studies dealing with instructional formats comparing media types. Gagne and Shepherd (2001) also found no significant differences between an online section of an introductory accounting MBA course and a traditionally taught section of the same course.

Swan and Jackman (2000) conducted a study of high school students participating in distance education courses. Most of the students in this study were located at remote sites, meaning they were not at the same site as the teacher. These authors found that without this opportunity most of these students would not have been able to enroll in these classes. Swan and Jackman (2000) also found that as students progressed through high school, they enrolled in more distance education courses. These authors also found that the students who participated in the distance education courses obtained Grade Point Averages that were above average (Swan & Jackman, 2000). Therefore, the distance education students were doing better than the average student.

Hyllegard and Burke (2002) studied students at the Borough of Manhattan Community College to compare the achievement of students in online and technology-enhanced classrooms. The results from this study indicated that the students in the online courses had significantly greater distribution of high and low grades, a significantly lower pass rate, and a significantly higher withdrawal rate than the students in the technology-enhanced courses (Hyllegard & Burke, 2002). However, it is important to note that some students flourish in online courses. It takes a student with discipline and commitment to achieve in an online course.

Kelsey, Lindner and Dooley (2002) conducted a study of Texas A&M University students enrolled in the Doc-at-a-Distance program. These students were seeking a doctoral degree completely at a distance. These authors were seeking to find the level of satisfaction with the program as well as the impact it may have had on the students' lives. The results show that the Doc-at-a-Distance program was successful in reaching students who couldn't travel the distance or couldn't afford the time to attend class in a traditional setting. Kelsey, Lindner and Dooley (2002) also found that the students were satisfied with the program including the instructional design and the support received from those involved. However, there were some dissatisfiers to the program as well. These include malfunctioning technology and the inability to access resources and educational materials. These authors also found that the students were satisfied with the convenience of the program. This program allowed to students to carry on with their normal lifestyle while seeking an advanced degree.

Dooley, Kelsey, and Lindner (2003) also looked at how the Doc-at-a-Distance students immersed themselves in the academic arena. This study used the first class of Doc-at-a-Distance students to see if they felt immersed in the academic culture without being on campus. These authors found that residency on campus is not necessary for immersion into the academic culture. However, the students did not feel immersed with campus based activities. Dooley, Kelsey, and Lindner (2003) found that using technology to interact with faculty was difficult for the students. Some of this is due to the variety of hardware and software used by different people and the training that was offered. The authors concluded a more detailed training program for both the faculty and students may help to alleviate some of the frustration with technology issues.

Learning styles of students also play a role in how well instructional formats work in a variety of classes. In a study conducted by Torres and Cano (1994) at The Ohio State University, senior students enrolled in the College of Agriculture preferred a field-independent learning style. These students tended to view the world more analytically, found it easier to solve problems, and were more likely to favor independent study. This means that these students would most likely choose to work independently and at their own pace. They may even prefer classes that offered these characteristics as well. Males tended to favor a more field-independent learning style (Torres & Cano, 1994). However, females in this group preferred a more field-dependent learning style, meaning they perceived the world globally, found it harder to solve problems, were more sensitive and attuned to the social environment, and liked to observe rather than be active in learning (Torres & Cano, 1994).

Boyd and Murphrey (2001) conducted a study of students enrolled in a leadership development course at a land grant university to see their interest in taking an upper level undergraduate course in leadership development over the Internet. Boyd and Murphrey (2001) found that overall students indicated an interest in participating in courses delivered via the Internet. Over 60% of the students responded that they would have been interested in taking the leadership development class via the Internet and over 76% preferred that the course material be taught online with a regularly scheduled meeting (Boyd & Murphrey, 2001). Therefore, students are interested in enrolling in courses taught via the Internet, if they have scheduled meeting times throughout the semester.

Boyd and Murphrey (2002) followed up with study that would determine if an asynchronously delivered activity used within a traditional class would impact learning. These authors found that students who participated in the asynchronously delivered activity scored significantly better on exam questions relating to the topic of the activity than students who did not (Boyd & Murphrey, 2002). This result can be interpreted to mean that using asynchronously delivered activities can help to improve students learning.

Miller and Pilcher (2000b) conducted a study to compare perceptions of faculty and students on the quality of on-campus and off-campus courses. Both the faculty and students had favorable perceptions of on-campus and off-campus classes. However, both the faculty and students had the perception that off-campus courses were of lower quality than on-campus courses. These authors also found that the students perceived the

off-campus courses to be of more quality in the user based realm than the on-campus courses.

Miller and Pilcher (2000a) also compared off-campus and on-campus courses to see which one was more rigorous. Students and faculty agreed that on-campus courses required the students to be actively involved in the learning process as well as put forth effort and achieve cognitive outcomes. The students and faculty also agreed that off-campus courses required the students to be engaged in the learning process and to have high cognitive outcomes. However, Miller and Pilcher (2000a) found that the students believed that off-campus courses required much more effort than did on-campus courses. The faculty did not agree with this. This might be because of faculty views of off-campus students are different than on-campus students. They do not see the students as much and this might affect their views of the students work habits.

In a study conducted by Shih and Gamon (2001) that included students taking two Web-based courses, it was found that students were more positive about the convenience of Web-based instruction. These students saw Web-based instruction as giving them the ability to control their pace of learning. Shih and Gamon (2001) found that getting better grades than other students and expecting to do well were the most motivating reasons for taking a Web-based class.

Tucker (2001) compared traditional face-to-face education and distance education in an undergraduate business communications class. Tucker (2001) found that distance education can be just as good as traditional education. However, the author did find that distance education students scored higher on post-test scores and final exam

scores which implies that the distance education students out performed the traditional students.

Murphrey and Dooley (2000) conducted a study to identify the strengths and weaknesses of using distance education technologies. The study was conducted using administrators, faculty, and staff of the college of agriculture. Murphrey and Dooley (2000) found that there must be some incentive for faculty to use distance education technologies. The administration must also support the use of distance education technologies 100% for the faculty to even try these technologies. These are factors that will help to diffuse distance education technologies into the mainstream faculty teaching efforts.

Summary

Leadership development is an important part of organizations today, including colleges. Research shows that leadership skills can be taught through many organizations including 4-H and FFA as well as through college level courses. Developing leadership skills does not stop when a student graduates from high school. Colleges are realizing this and implementing more opportunities for students to continue to develop their leadership skills.

Research has shown that participants in 4-H and FFA perceive themselves as having developed leadership skills. Through studies conducted at the college level, researchers have determined that students perceive themselves as having higher

leadership skills after participating in a leadership development course. Women, in particular perceive their ability to lead to be stronger.

Leadership development has been taught by many means. Traditional classroom teaching allows students to interact face-to-face with the instructor and other students. However, research studies have shown that teaching leadership development via the web is a viable option. Researchers have proven that activities delivered asynchronously can impact students learning.

CHAPTER III

METHODOLOGY

This study was designed to determine whether leadership competency levels of AGED 607 students differ when taught in Web-based versus traditional classroom settings. This chapter will include a description of AGED 607, the population that participated in the study, and the instrument used for this study. The Institutional Review Board approved this study in March 2003 before it was initiated.

Objectives

1. Determine how much the participant remembers and uses the information or competencies taught in AGED 607.
2. Compare leadership competency levels of participants in the Web-based section and the traditional section of AGED 607.
3. Compare the leadership perceptions of the Web-based students with the leadership perceptions of the traditional classroom students.

Population

The population of this study consisted of student's enrolled in AGED 607: Youth Leadership Development in the Spring semester of 2003. The sample consisted of 27 students, 13 students in the Web-based section and 14 students in the traditional section. Most of these students were "traditional" graduate students, meaning they were enrolled in a traditional graduate program and attended their classes on campus. The students who enrolled in the Web-based section did so for only a few reasons. These reasons

included the fact that they simply could not get into the traditional section of AGED 607 or that they worked full time and could not fit AGED 607 into their schedule. However, a majority of these students were located on the campus of Texas A&M University.

AGED 607

AGED 607 is a graduate level course taught in the Agricultural Education Department at Texas A&M University. AGED 607 is a 3 credit course that meets one day a week for three hours (see syllabus Appendix B). In the Spring semester of 2003, two sections of AGED 607 were offered. One section was a traditional classroom setting where the class met with the instructor in a one day/three-hour format each week of the academic semester. The other section was taught via the Internet using the university's WebCT platform. This section was organized much like the traditional AGED 607 section. The class was segmented into modules (Appendix E) and each module contained all the necessary information the students would need. A sample lesson can be found in Appendix C. Each module contained multiple lessons and assignments as well as any handouts, powerpoints, activities, and streaming videos the students needed to view (Appendix E).

Students self-selected the particular sections knowing one was offered traditionally and the other as Web-based. The students who selected to enroll in the Web-based section completed the entire course via the web. These students did not have face-to-face contact with their peers or the instructor and were free to complete the assignments at their leisure as long as they met the deadlines for the class. The

expectations and material were exactly the same for each section. The only difference in course methodology was the format of delivery for the material.

Research Design

This study used a case-study research design (Dooley, 2002). This study analyzed two sections of the same class that were taught with two different instructional formats. This study emphasized the relationship of instructional format with the content of the class which was leadership, in this one instance where the two sections were taught at the same time. Since this research was a case study, the findings cannot be generalizable to any other populations. The students were not randomly assigned to either the Web-based section or the traditional section of AGED 607 but instead, self selected themselves into one of the groups. The students were aware of the type of delivery for their section of the course. This selection allowed the researchers to consider the students were, at the outset, satisfied with the type of the delivery. The population was given a posttest only at the end of the semester.

Instrumentation

A three part questionnaire was used in this study (Appendix A). The first section of the questionnaire focused on how much the participant remembers and uses the information or competencies taught in AGED 607. There were 17 leadership competencies included in this section. They were: Leadership vs. Management, Fourteen Points of Leadership, Tuckman's Stages of Group Development, Trait Theory,

Blake and Mouton's Leadership Grid, Path-Goal Theory, Situational Leadership, Leadership Continuum, Fiedler's LPC Model, LMX Model, Transactional/Transformational Leadership, Motivation, Self Esteem/Self Concept, Delegation, Power, Change and Risk, and Theory X/Theory Y. These competencies were all taught in AGED 607 (see syllabus, Appendix B). The participants based their responses on a Likert-type scale with 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. There were two scales in this part of the instrument. The first was the Leadership Remember Scale, which asked the participants how much of the competencies they remembered from AGED 607. This scale had a reliability of 0.70 in the current study, an acceptable level of reliability. The second scale was the Leadership Use Scale, which asked the participants how much they use the competencies from AGED 607. This scale had a reliability of 0.60 in the current study, an acceptable level of reliability.

There were also six items in this section that determined the Leadership Learning Scale Score (Table 1). These items were meant to investigate how the participants perceptions and practices changed after completing AGED 607. The participants based their responses on a Likert-type scale ranging from 1 – strongly disagree to 5 – strongly agree. The more points the participants garnered the more perceived learning of leadership competencies happened. This scale had a reliability of 0.78 in the current study, an acceptable level of reliability.

Table 1
Leadership Learning Scale items.

1. I incorporate theories from AGED 607 into my current leadership practices.
2. Learning activities (games & "doing" activities) were beneficial in learning leadership concepts.
3. Out of class projects (ex. Create your own theory, book review, leadership workshop) aided in learning leadership concepts.
4. My perceptions of leadership changed after completing AGED 607.
5. I changed my own leadership thoughts after completing AGED 607.
6. I changed my own leadership actions after completing AGED 607.

Note: Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

The second section was used to assess the respondent's self-perceptions of leadership skills. These questions are known as the Leadership Skills Inventory (LSI) and were used in several leadership studies beginning with Carter and Townsend at Iowa State University in 1981 (Townsend, 1983, Bruck, 1997, Cummins, 1995, Thorp, 1998, Taylor, 1998). The LSI consists of 21 statements describing various leadership and life scales. These statements correspond to five internal scales for analysis: Working with Groups, understanding self, making decisions, communicating, and positional leadership (Table 2). This section of the instrument has yielded high reliability coefficients from Thorp, Cummins, & Townsend (1998), Bruck (1997), and Taylor (1998). The participants will base their responses on a Likert-type scale with 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. The reliability for each scale in this study can be found in Table 2.

The final section covered demographic information that included gender, rating of leadership expertise, time spent on AGED 607 during a week, learning style, and preferred method of instruction.

Table 2
Leadership Skills Inventory Internal Scales.

Scale	Item #	Statement	Reliability
Working with Groups	1.	I can cooperate and work with a group.	0.64
	2.	I get along with people around me.	
	4.	I believe in dividing the work among group members.	
	8.	I listen carefully to opinions of group members	
	12.	I believe that all group members are persons.	
Understand self	3.	I feel responsible for my actions.	0.56
	5.	I understand myself.	
	13.	I am sure of my abilities.	
	17.	I accept who I am.	
	18.	I feel responsible for my decisions.	
Communicating	10.	I can lead a discussion.	0.48
	14.	I am a good listener.	
	19.	I can give clear directions.	
	20.	I can follow directions.	
Making Decisions	7.	I consider all choices before making a decision.	0.70
	11.	I use past experiences in making decisions.	
	15.	I use information in making decisions.	
Positional Leadership	6.	I feel comfortable teaching others.	0.80
	9.	I am respected by others my age.	
	10.	I can lead a discussion.	
	16.	I feel comfortable being a group leader.	
	19.	I can give clear directions.	
	21.	I can run a meeting.	

Data Collection

Participants in both groups were given the opportunity to answer the questionnaire. A statement of informed consent was obtained from all participants before the administration of the questionnaire. The Web-based section was e-mailed, using information collected from the class roster, and given a link for the questionnaire. Each of these participants were issued a logon identification number, to be used for tracking purposes only. The code had to be entered for the participant to continue with the questionnaire. To enter into the questionnaire, participant first had to read and agree to an informed consent page. If the participant did not agree to the informed consent they were not allowed to fill out the questionnaire. Once the participant submitted the questionnaire, the information was stored in a database. Once all participants had completed the questionnaire the information was downloaded into an excel spreadsheet and transferred to a secure location. The students in the traditional section were given the questionnaire during their regularly scheduled class time at the end of the semester.

Data Analysis

The data were then analyzed using the Statistical Package for the Social Sciences (SPSS). Hypotheses were tested using T-Test. A confidence interval of .10 was set a priori.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to determine whether leadership competency levels of AGED 607 students differ when taught in Web-based versus traditional classroom settings. To do this the researcher used a 3 part instrument. The first instrument measured how much the participants remember and used the competencies taught as well as their self-perception of how much they learned. The second part was the Leadership Skills Inventory which measured five aspects of leadership including: communication, Working with Groups, understanding self, positional leadership, and decision making. The third section was a demographic section. Based on these parameters and the objectives for this study, the following null hypotheses were formulated:

H_{01}= There is no difference among Web-based and traditional students' leadership competencies scores.

H_{02}= There is no difference among Web-based and traditional students' self-perceived leadership skills.

H_{03}= There is no difference among Web-based and traditional students leadership competencies scores based on gender.

H_{04}= There is no difference among Web-based and traditional students leadership competencies scores based on leadership expertise.

Findings Related to Hypothesis One

The objective of this hypothesis was to determine if there were any differences in the traditional students and Web-based students' leadership competencies scores after taking AGED 607. Hypothesis one stated: H_{01} = There is no difference among Web-based and traditional students' leadership competencies scores. To obtain these results, an independent sample T-Test was used to compare the Web-based students and the traditional students' scores on the following scales: Leadership Learning Scale, Leadership Use Scale and the Leadership Remember Scale.

On the Leadership Learning Scale, no significant differences were found between the traditional students' and the Web-based students' scores (Table 3). This scale measured the students' self-perception of how much of the leadership competencies they learned from AGED 607. Therefore, the Web-based students and the traditional students did not differ in their self-perceptions of how much they learned.

Table 3
Independent samples T-Test comparing Web-based and traditional students' Leadership Learning Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	12	23.08	3.919	-.388	.701
Traditional	14	23.64	3.433		

Note: [a] Scores range from 0.00 to 30.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Leadership Use Scale, no significant differences were found between the traditional students and the Web-based students scores (Table 4). This scale measured the students' self-perception of how much they used the leadership competencies they learned from AGED 607. Therefore, the Web-based students and the traditional students did not differ in their use of the competencies learned.

Table 4
Independent samples T-Test comparing Web-based and traditional students' Leadership Use Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	12	47.33	7.328	.324	.749
Traditional	14	46.64	2.977		

Note: [a] Scores range from 0.00 to 68.00. Scale, 1 = Do Not use, 2 = Seldom Use, 3 = Use It On Occasion, 4 = Use It All The Time.

On the Leadership Remember Scale, no significant differences were found between the traditional students and the Web-based students scores (Table 5). This scale measured the students' self-perception of how much they remembered the leadership competencies taught in AGED 607. Therefore, the Web-based students and the traditional students did not differ in how much of the competencies they remembered.

Table 5
Independent samples T-Test comparing Web-based and traditional students' Leadership Remember Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	12	57.92	5.551	.830	.415
Traditional	14	56.36	4.012		

Note: [a] Scores range from 0.00 to 68.00. Scale, 1 = Do Not Remember, 2 = Recognize The Name, 3 = Remember A Little, 4 = Remember The Whole Theory.

Findings Related to Hypothesis Two

The objective of this hypothesis was to determine if there were any differences in the traditional students and Web-based students self-perceived leadership skills after taking AGED 607. Hypothesis two stated: H_{02}= There is no difference among Web-based and traditional students' self-perceived leadership skills. To obtain these results, an independent sample T-Test was used to compare the Web-based students and the traditional students' scores on the following scales of the Leadership Skills Inventory: Communicating, Decision Making, Understanding Self, Positional Leadership, and Working with Groups.

On the Communicating scale, no significant differences were found between the traditional students and the Web-based students scores (Table 6). This scale measured the students' self-perception of their skills dealing with communication. Therefore, both the students in the traditional class and the Web-based class believed they possessed good communication skills.

Table 6
Independent samples T-Test comparing Web-based and traditional students' Communicating Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	12	17.58	1.929	.369	.715
Traditional	14	17.36	1.151		

Note: [a] Scores range from 0.00 to 20.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Decision Making scale, no significant differences were found between the traditional students and the Web-based students scores (Table 7). This scale measured the students' self-perception of their decision making skills. Therefore, both the students in the traditional class and the Web-based class believed they possessed high levels of decision making skills.

Table 7
Independent samples T-Test comparing Web-based and traditional students' Decision Making Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	12	13.50	1.446	1.174	.252
Traditional	14	12.79	1.626		

Note: [a] Scores range from 0.00 to 15.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Understanding Self scale, no significant differences were found between the traditional students and the Web-based students scores (Table 8). This scale measured the students' self-perception of how they understand themselves and their

actions. Therefore, both the students in the traditional class and the Web-based class believed they truly knew themselves and that their actions reflected that.

Table 8
Independent samples T-Test comparing Web-based and traditional students' Understanding Self Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	12	22.92	2.575	.730	.472
Traditional	14	22.29	1.816		

Note: [a] Scores range from 0.00 to 25.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Positional Leadership scale, no significant differences were found between the traditional students and the Web-based students scores (Table 9). This scale measured the students' self-perception of their positional leadership abilities. Therefore, both the students in the traditional class and the Web-based class believed they had acquired high levels of positional leadership.

Table 9
Independent samples T-Test comparing Web-based and traditional students' Positional Leadership Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	12	27.08	2.746	.500	.621
Traditional	14	26.57	2.472		

Note: [a] Scores range from 0.00 to 30.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Working with Groups scale, no significant differences were found between the traditional students and the Web-based students scores (Table 10). This scale measured the students' self-perception of their abilities to work in groups. Therefore, both the students in the traditional class and the Web-based class believed they had the ability to work well in groups.

Table 10
Independent samples T-Test comparing Web-based and traditional students' Working with Groups Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	12	23.50	1.508	.421	.677
Traditional	14	23.21	1.888		

Note: [a] Scores range from 0.00 to 25.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

Finding Related to Hypothesis Three

The objective of this hypothesis was to determine if there were any differences in the traditional students and Web-based students leadership competencies scores based on gender after taking AGED 607. Hypothesis three stated: H_{03}= There is no difference among Web-based and traditional students leadership competencies scores based on gender. To obtain these results an independent sample T-Test was used to compare females in the Web-based group with females in the traditional group and males in the Web-based group with males in the traditional group on the following scales: Communicating, Decision Making, Understanding Self, Positional Leadership, Working

with Groups, Leadership Learning Scale, Leadership Remember Scale, and Leadership Use Scale.

Females' scores were compared on all of these scales and are reported in this section. On the Communicating scale, no significant differences were found between the scores of the females in the Web-based and traditional groups (Table 11). Again, this scale measured the students self-perceived skills related to communication. This finding shows that females in both the Web-based and traditional classes believed they possessed good communication skills.

Table 11
Independent samples T-Test comparing Web-based and traditional females' Communicating Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	4	18.00	2.449	1.013	.335
Traditional	8	17.00	1.069		

Note: [a] Scores range from 0.00 to 20.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Decision Making scale, no significant differences were found between the scores of the females in the Web-based class and the scores of the females in the traditional class (Table 12). The scale measured the students' self-perceived skills relating to Decision Making. These results indicate that both the females in the Web-based class and the females in the traditional class believed that they possessed good decision making skills. Therefore, whether or not females were in the traditional or the Web-based class did not affect their self-perception of their decision making skills.

Table 12
Independent samples T-Test comparing Web-based and traditional females' Decision Making Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	4	13.50	1.732	1.013	.335
Traditional	8	12.38	1.847		

Note: [a] Scores range from 0.00 to 15.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

The Understanding Self scale measured the self-perception of how well the students' knew themselves. On this scale there were significant differences ($P \leq 0.1$) between the Females enrolled in the Web-based course scores and the traditional females scores (Table 13). The females in the Web-based class had significantly higher scores on the Understanding Self scale than did the females in the traditional class indicating that they felt more comfortable with themselves after participating in the Web-based AGED 607 class than did the females in the traditional section of AGED 607.

Table 13
Independent samples T-Test comparing Web-based and traditional females' Understanding Self Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	4	24.50	1.000	2.104	.062*
Traditional	8	22.25	1.982		

Note: [a] Scores range from 0.00 to 25.00. * Significant at $P \leq 0.1$. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

The Positional Leadership Scale measures the students' self-perception of their leadership skills. On this scale no significant differences were found between the scores of the females in the Web-based class and the scores of the females in the traditional class (Table 14). Therefore, the format of instruction had no bearing on the females' self-perception of their positional leadership skills.

Table 14
Independent samples T-Test comparing Web-based and traditional females' Positional Leadership Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	4	27.75	3.304	1.254	.239
Traditional	8	25.63	2.504		

Note: [a] Scores range from 0.00 to 30.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

The Working with Groups scale measures the students' self-perception of their abilities to work in groups. On this scale there were no significant differences between the scores of the females in the Web-based class and the scores of the females in the traditional class (Table 15). This indicates that the format of instruction had no bearing on the females' self-perception of their abilities to work with groups.

Table 15
Independent samples T-Test comparing Web-based and traditional females' Working with Groups Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	4	23.75	1.500	.566	.584
Traditional	8	23.00	2.390		

Note: [a] Scores range from 0.00 to 25.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

The Leadership Learning scale measures how much the students learned from AGED 607. On this scale there were no significant differences between the females' scores in the Web-based class and females scores in the traditional class (Table 16). Again, instructional format did not affect how much females learned.

Table 16
Independent samples T-Test comparing Web-based and traditional females' Leadership Learning Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	4	23.50	4.933	.276	.788
Traditional	8	22.75	4.200		

Note: [a] Scores range from 0.00 to 30.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

The Leadership Remember scale measures how much information the students remember from AGED 607. There were no significant differences found between the females' scores in the Web-based class and females' scores in the traditional class on the

Leadership Remember scale (Table 17). The difference in instructional formats did not have an affect on how much the females remembered from AGED 607.

Table 17
Independent samples T-Test comparing Web-based and traditional females' Leadership Remember Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	4	58.25	5.737	.800	.442
Traditional	8	56.00	4.000		

Note: [a] Scores range from 0.00 to 68.00. Scale, 1 = Do Not Remember, 2 = Recognize The Name, 3 = Remember A Little, 4 = Remember The Whole Theory.

The Leadership Use scale measures how the students use the competencies taught in AGED 607. No significant differences were found between the scores of the females in the Web-based class and the scores of the females in the traditional class on the Leadership Use scale (Table 18). Therefore, instructional format did not affect how much females use the competencies taught in AGED 607.

Table 18
Independent samples T-Test comparing Web-based and traditional females' Leadership Use Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	4	48.75	10.210	.546	.597
Traditional	8	46.63	3.623		

Note: [a] Scores range from 0.00 to 68.00. Scale, 1 = Do Not use, 2 = Seldom Use, 3 = Use It On Occasion, 4 = Use It All The Time.

It is important to note at this juncture, although it is not significant, that the females in the Web-based group scored higher on all of the scales than the females in the traditional group.

Males' scores were also computed on all of these scales and are reported here. On the Communicating scale, there were no significant differences between the males' scores in the Web-based class and males scores in the traditional class (Table 19). For the males, instructional format did not have an affect on their self-perceived communication skills.

Table 19
Independent samples T-Test comparing Web-based and traditional males' Communicating Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	8	17.38	1.768	-.549	.593
Traditional	6	17.83	1.169		

Note: [a] Scores range from 0.00 to 20.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Decision Making scale, no significant differences were found between the scores of the males in the Web-based class and the males in the traditional class (Table 20). This indicates that the instructional format had no affect on the males' self-perceived Decision Making skills.

Table 20
Independent samples T-Test comparing Web-based and traditional males' Decision Making Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	8	13.50	1.414	.231	.821
Traditional	6	13.33	1.211		

Note: [a] Scores range from 0.00 to 15.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Understanding Self scale, no significant differences were found between the scores of the males in the Web-based class and the scores of the males in the traditional class (Table 21). This indicates that the instructional format had no bearing on the males' self-perception of how they understand themselves.

Table 21
Independent samples T-Test comparing Web-based and traditional males' Understanding Self Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	8	22.13	2.800	-.159	.876
Traditional	6	22.33	1.751		

Note: [a] Scores range from 0.00 to 25.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Positional Leadership scale, no significant differences were found between the scores of the males in the Web-based class and the scores of the males in the traditional class (Table 22). This indicates that the instructional format had no affect on the males' self-perception of their positional leadership skills.

Table 22
Independent samples T-Test comparing Web-based and traditional males' Positional Leadership Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	8	26.75	2.605	-.853	.410
Traditional	6	27.83	1.941		

Note: [a] Scores range from 0.00 to 30.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Working with Groups scale, no significant differences were found between the scores of the males in the Web-based class and the scores of the males in the traditional class (Table 23). Therefore, instructional format had no affect on how the males felt about their abilities to work with groups.

Table 23
Independent samples T-Test comparing Web-based and traditional males' Working with Groups Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	8	23.38	1.598	-.166	.871
Traditional	6	23.50	1.049		

Note: [a] Scores range from 0.00 to 25.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

There were no significant differences found between the males' scores in the Web-based class and the traditional class based on the Leadership Learning scale (Table 24). This indicates that the instructional format played no role in how much the males learned from AGED 607.

Table 24
Independent samples T-Test comparing Web-based and traditional males' Leadership Learning Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	8	22.88	3.682	-1.199	.254
Traditional	6	24.83	1.722		

Note: [a] Scores range from 0.00 to 30.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

No significant differences were found between the scores of the males in the Web-based class and the traditional class based on the Leadership Remember Scale (Table 25). This indicates that neither taking AGED 607 as Web-based or as a traditional class impacted how much the males remembered the competencies.

Table 25
Independent samples T-Test comparing Web-based and traditional males' Leadership Remember Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	8	57.75	5.849	.322	.988
Traditional	6	56.83	4.355		

Note: [a] Scores range from 0.00 to 68.00. Scale, 1 = Do Not Remember, 2 = Recognize The Name, 3 = Remember A Little, 4 = Remember The Whole Theory.

No significant differences were found between the scores of the males in the Web-based class and the traditional class based on the Leadership Use Scale (Table 26). Therefore, the instructional format had no impact on how much the males use the competencies taught in AGED 607.

Table 26
Independent samples T-Test comparing Web-based and traditional males' Leadership Use Scale score.

Treatment	N	Mean[a]	SD	T	Sig
Web-based	8	46.63	6.163	-.016	.988
Traditional	6	46.67	2.160		

Note: [a] Scores range from 0.00 to 68.00. Scale, 1 = Do Not use, 2 = Seldom Use, 3 = Use It On Occasion, 4 = Use It All The Time.

It is important to note, although not significant, that the males in the traditional group scored higher on all of the scales except Decision Making and Leadership Remember Scale than the males in the Web-based group.

Findings Related to Hypothesis Four

The objective of this hypothesis was to determine if there were any differences in the traditional students and Web-based students leadership competencies scores based on self-reported leadership expertise after taking AGED 607. Hypothesis four stated H_{04}= There is no difference among Web-based and traditional students leadership competencies scores based on leadership expertise. To obtain these results a Multivariate test was used to compare the scores of the Web-based group with the scores of the traditional group based on how they answered the leadership expertise question on the following scales: Communicating, Decision Making, Understanding Self, Positional Leadership, Working with Groups, Leadership Learning Scale, Leadership Remember Scale, and Leadership Use Scale.

Leadership expertise was a self-reported variable on the demographic portion of the instrument. The students' were asked to rate their leadership expertise as one of the following: Usually a follower, Active follower, Leader only in situations where I am comfortable with the objectives, or Leader most of the time no matter what the objectives. None of the students in either the Web-based or the traditional class selected the choice of Usually a follower.

On the Communicating scale, no significant differences were found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise (Table 27). This result indicates that the level of leadership expertise did not affect the students' score on the Communicating scale.

Table 27
Multivariate test comparing Web-based and traditional students' Communicating Scale score based on leadership expertise.

Treatment	Leadership Expertise	N	Mean[a]	SD	Df	F	Sig
Web-based	Leader only in situations where I am comfortable with the objectives	8	17.13	1.959			
	Leader most of the time no matter what the objectives	4	18.50	1.732			
					1	.633	.357
Traditional	Active Follower	1	18.00				
	Leader only in situations where I am comfortable with the objectives	10	17.30	1.252			
	Leader most of the time no matter what the objectives	3	17.33	1.155			

Note: [a] Scores range from 0.00 to 20.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

The results did indicate statistically significant differences ($P \leq 0.05$) on the Decision Making Scale Score between the Web-based and traditional students based on the Leadership Expertise question (Table 28). This indicates that the Web-based students' who indicated that they were leaders in any situation had increased scores on the Decision Making scale. Therefore, the Web-based students with a higher self reported leadership expertise also had better Decision Making Scale scores.

Table 28
Multivariate test comparing Web-based and traditional students' Decision Making Scale score based on leadership expertise.

Treatment	Leadership Expertise	N	Mean[a]	SD	Df	F	Sig
Web-based	Leader only in situations where I am comfortable with the objectives	8	13.00	1.512			
	Leader most of the time no matter what the objectives	4	14.50	.577			
					1	4.567	.045*
Traditional	Active Follower	1	14.00				
	Leader only in situations where I am comfortable with the objectives	10	13.00	1.764			
	Leader most of the time no matter what the objectives	3	11.67	.577			

Note: [a] Scores range from 0.00 to 15.00. * $P \leq 0.05$. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

On the Understanding Self scale, significant differences were found between the scores of the Web-based group and the traditional group based on self-reported

leadership expertise (Table 29). This result indicates that the level of leadership expertise affected the students' score on the Understanding Self scale.

Table 29
Multivariate test comparing Web-based and traditional students' Understanding Self Scale score based on leadership expertise.

Treatment	Leadership Expertise	N	Mean[a]	SD	Df	F	Sig
Web-based	Leader only in situations where I am comfortable with the objectives	8	22.00	2.726			
	Leader most of the time no matter what the objectives	4	24.75	.500			
					1	3.270	.085*
Traditional	Active Follower	1	20.00				
	Leader only in situations where I am comfortable with the objectives	10	22.33	1.578			
	Leader most of the time no matter what the objectives	3	23.57	2.646			

Note: [a] Scores range from 0.00 to 25.00. *P≤0.10. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Positional Leadership Scale (Table 30). This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Leadership scale.

Table 30
Multivariate test comparing Web-based and traditional students' Positional Leadership Scale score based on leadership expertise.

Treatment	Leadership Expertise	N	Mean[a]	SD	Df	F	Sig
Web-based	Leader only in situations where I am comfortable with the objectives	8	26.00	2.726			
	Leader most of the time no matter what the objectives	4	29.25	.957			
					1	.850	.367
Traditional	Active Follower	1	29.00				
	Leader only in situations where I am comfortable with the objectives	10	26.10	2.685			
	Leader most of the time no matter what the objectives	3	27.33	1.528			

Note: [a] Scores range from 0.00 to 30.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Working with Groups Scale (Table 31). This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Working with Groups scale.

Table 31
Multivariate test comparing Web-based and traditional students' Working with Groups Scale score based on leadership expertise.

Treatment	Leadership Expertise	N	Mean[a]	SD	Df	F	Sig
Web-based	Leader only in situations where I am comfortable with the objectives	8	23.25	1.581			
	Leader most of the time no matter what the objectives	4	24.00	1.414			
					1	.412	.528
Traditional	Active Follower	1	23.00				
	Leader only in situations where I am comfortable with the objectives	10	23.30	2.214			
	Leader most of the time no matter what the objectives	3	23.00	1.000			

Note: [a] Scores range from 0.00 to 25.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Leadership Learning Scale (Table 32). This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Leadership Learning scale.

Table 32
Multivariate test comparing Web-based and traditional students' Leadership Learning Scale score based on leadership expertise.

Treatment	Leadership Expertise	N	Mean[a]	SD	Df	F	Sig
Web-based	Leader only in situations where I am comfortable with the objectives	8	23.75	2.816			
	Leader most of the time no matter what the objectives	4	21.75	5.852			
					1	.025	.877
Traditional	Active Follower	1	26.00				
	Leader only in situations where I am comfortable with the objectives	10	23.80	2.616			
	Leader most of the time no matter what the objectives	3	22.33	6.351			

Note: [a] Scores range from 0.00 to 30.00. Scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Disagree.

There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Leadership Remember Scale (Table 33). This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Leadership Remember scale.

Table 33
Multivariate test comparing Web-based and traditional students' Leadership Remember Scale score based on leadership expertise.

Treatment	Leadership Expertise	N	Mean[a]	SD	Df	F	Sig
Web-based	Leader only in situations where I am comfortable with the objectives	8	57.75	5.849			
	Leader most of the time no matter what the objectives	4	58.25	5.737			
					1	.381	.543
Traditional	Active Follower	1	60.00				
	Leader only in situations where I am comfortable with the objectives	10	56.60	4.061			
	Leader most of the time no matter what the objectives	3	54.33	4.163			

Note: [a] Scores range from 0.00 to 68.00. Scale, 1= Do Not Remember, 2 = Recognize The Name, 3 = Remember A Little, 4 = Remember The Whole Theory.

There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Leadership Use Scale (Table 34). This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Leadership Use scale.

Table 34
Multivariate test comparing Web-based and traditional students' Leadership Use Scale score based on leadership expertise.

Treatment	Leadership Expertise	N	Mean[a]	SD	Df	F	Sig
Web-based	Leader only in situations where I am comfortable with the objectives	8	45.50	7.051			
	Leader most of the time no matter what the objectives	4	51.00	7.348			
					1	.835	.371
Traditional	Active Follower	1	48.00				
	Leader only in situations where I am comfortable with the objectives	10	46.30	2.710			
	Leader most of the time no matter what the objectives	3	47.33	4.726			

Note: [a] Scores range from 0.00 to 68.00. Scale, 1 = Do Not Use, 2 = Seldom Use, 3 = Use It On Occasion, 4 = Use It All The Time.

It is important to note, that the Web-based students' who answered the leadership expertise question "Leader most of the time no matter what the objectives" scored higher on every scale except the Leadership Learning Scale and the Leadership Remember Scale. However, it is also important to note that the highest score on these two scales came from only one student who answered "Active Follower" on the leadership expertise question.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSIONS

Purpose of the Study

The purpose of this study is to determine if leadership competency levels of Agricultural Education 607: Youth Leadership Programs (AGED 607) students differ when taught in Web-based versus traditional classroom settings.

Summary of Review of Literature

Leadership development is an important part of organizations today, including colleges. Research shows that leadership skills can be taught through many organizations including 4-H and FFA as well as through college level courses (Townsend & Carter, 1983; Rutherford, Townsend, Briers, Cummins & Conrad, 2002). Developing leadership skills does not stop when a student graduates from high school. Colleges are realizing this and implementing more opportunities for students to continue to develop their leadership skills (Brown & Fritz, 1994).

Research has shown that participants in 4-H and FFA perceive themselves as having developed leadership skills (Townsend & Carter, 1983). Through studies conducted at the college level, researchers have determined that students perceive themselves as having higher leadership skills after participating in a leadership development course (Thorp, Cummins, & Townsend, 1998). Women, in particular perceive their ability to lead to be stronger (Thorp, Cummins, & Townsend).

Leadership development has been taught by many means. Traditional classroom teaching allows students to interact face-to-face with the instructor and other students. However, research studies have shown that teaching leadership development via the web is a viable option (Boyd & Murphrey, 2001). Researchers have proven that activities delivered asynchronously can impact students learning (Boyd & Murphrey, 2002).

Methodology

This study was a quasi – experimental, static group comparison design. The participants were enrolled in AGED 607 in the Spring semester of 2003. The participants self selected what section of AGED 607 they were going to enroll in, either the traditionally taught section or the Web-based section. The participants were given a posttest only at the end of the semester.

The questionnaire used was a three part instrument. The first part focused on how much the participant remembered and used the competencies taught in AGED 607. The participants based their responses on a Likert-type scale with 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. There were two scales in this part of the instrument. The first was the Leadership Remember Scale, which asked the participants how much of the competencies they remembered from AGED 607. The second scale was the Leadership Use Scale, which asked the participants how much of the competencies from AGED 607 they actually used.

There were also six items in this section that determined the Leadership Learning Scale Score. These items were meant to investigate how the participant's perceptions

and practices changed after completing AGED 607. The participants based their responses on a Likert-type scale ranging from 1 – strongly disagree to 5 – strongly agree.

The second section of the questionnaire was the Leadership Skills Inventory. This section was used to assess the respondent's self-perceptions of leadership skills. The LSI consists of 21 statements describing various leadership and life scales. These statements correspond to five internal scales for analysis: Working with Groups, understanding self, making decisions, communicating, and positional leadership. The participants based their responses on a Likert-type scale with 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree.

The final section covered demographic information that included gender, rating of leadership expertise, time spent on AGED 607 during a week, learning style, and preferred method of instruction.

Findings and Conclusions

Findings and Conclusions Related to Hypothesis One

Hypothesis one stated: H_{01} = There is no difference among Web-based and traditional students' leadership competencies scores.

1. On the Leadership Learning Scale, no significant differences were found between the traditional students and the Web-based students' scores. Therefore, the Web-based students and the traditional students did not differ in their self-perceptions of how much they learned. Clark (1983) reviewed five decades of media comparison studies and found that no new medium appeared to change learning results. Russell (1999) also compiled

355 studies dealing with technology and distance education that formed the basis for the "no significant difference phenomenon." The present study supports these findings.

2. On the Leadership Use Scale, no significant differences were found between the traditional students and the Web-based students' scores. Therefore, the Web-based students and the traditional students did not differ in their use of the competencies learned. Again, this reflects Clark's (1983) review of media comparison studies, in which medium did not appear to affect learning results. Findings in several media comparison studies report there are no significant differences in various media types. This is no more prevalent than in Russell (1999) compilation of 355 studies dealing with technology and distance education which formed the basis for the "no significant difference phenomenon."

3. On the Leadership Remember Scale, no significant differences were found between the traditional students and the Web-based students' scores. Therefore, the Web-based students and the traditional students did not differ in how much of the competencies they remembered. This finding is demonstrated by Russell (1999), which compiled 355 studies related to technology and distance education and formed the basis for the "no significant difference phenomenon."

Findings and Conclusions Related to Hypothesis Two

Hypothesis two stated: H_{02}= There is no difference among Web-based and traditional students' self-perceived leadership skills.

1. On the Communicating scale, no significant differences were found between the traditional students and the Web-based students' scores. Therefore, both the students in the traditional class and the Web-based class believed they possessed good communication skills. This finding supported the findings of Clark (1983) and Russell (1999) in which the "no significant difference phenomenon" is grounded.

2. On the Decision Making scale, no significant differences were found between the traditional students and the Web-based students' scores. Therefore, both the students in the traditional class and the Web-based class believed they possessed high levels of decision making skills. Again, this finding is reflective of the work of Clark (1983) and Russell (1999).

3. On the Understanding Self scale, no significant differences were found between the traditional students and the Web-based students' scores. Therefore, both the students in the traditional class and the Web-based class believed they truly knew themselves and that their actions reflected that. This finding supports the "no significant differences phenomenon" found by Russell (1999).

4. On the Positional Leadership scale, no significant differences were found between the traditional students and the Web-based students' scores. Therefore, both the students in the traditional class and the Web-based class believed they had acquired high levels of leadership. Again, this finding is reflective of the work of Clark (1983), which compiled media comparison studies and found that media had no affect on learning outcomes, as well as Russell (1999), which compiled research from 355 studies dealing with

technology and distance education that predominantly found no significant differences between various media types.

5. On the Working with Groups scale, no significant differences were found between the traditional students and the Web-based students' scores. Therefore, both the students in the traditional class and the Web-based class believed they had the ability to work well in groups. This finding again supports the "no significant difference phenomenon" (Russell, 1999).

Findings and Conclusions Related to Hypothesis Three

Hypothesis three stated: H_{03}= There is no difference among Web-based and traditional students leadership competencies scores based on gender.

1. On the Communicating scale, no significant differences were found between the scores of the females in the Web-based and traditional groups. This finding shows that females in both the Web-based and traditional classes believed they possessed good communication skills. In the present study, the Web-based students completed the course and the assignments on their own, therefore they are not in a coeducational setting, but can be considered to be in a single gendered setting. This finding does not support the findings of Thorp, Cummins and Townsend (1998) in which the results indicated that women in an all female lab section of a leadership class had greater perceptions of their communication abilities than women in a coeducational lab section of the same leadership class after they participated in the class. However, this finding supports Clark

(1983) and Russell (1999) in their findings of "no significant differences" for media comparison studies.

2. On the Decision Making scale, no significant differences were found between the scores of the females in the Web-based class and the scores of the females in the traditional class. Therefore, whether or not females were in the traditional or the Web-based class did not affect their self-perception of their decision making skills. Again, this finding supports Clark (1983) and Russell (1999) and their claims of no significant differences in media comparison studies. However, this finding does not support Thorp, Cummins and Townsend (1998), which found that women in an all female lab section of a leadership class had greater perceptions of their decision making skills than did women in a coeducational lab section of the same leadership class after they participated in the class.

3. On Understanding Self scale there were significant differences ($P \leq 0.1$) between the Females enrolled in the Web-based course scores and the traditional females scores. The females in the Web-based class had significantly higher scores on the Understanding Self scale than did the females in the traditional class indicating that they felt more comfortable with themselves after participating in the Web-based AGED 607 class than did the females in the traditional section of AGED 607. This finding supports Thorp, Cummins and Townsend (1998), which found that women in an all female lab section of a leadership class had greater perceptions of their abilities to understand self than did women in the coeducational lab section of the same leadership class after they participated in the class.

4. On the Positional Leadership scale no significant differences were found between the scores of the females in the Web-based class and the scores of the females in the traditional class. Therefore, the format of instruction had no bearing on the females' self-perception of their leadership skills. This finding supports both Clark (1983) and Russell (1999), which both realized the use of technologies and different media had no affect on learning outcomes. However, Thorp, Cummins and Townsend (1998) found that females in all female lab section of a leadership class had greater perceptions of their leadership skills than females in a coeducational lab section of the same class.

5. On the Working with Groups scale there were no significant differences between the scores of the females in the Web-based class and the scores of the females in the traditional class. This indicates that the format of instruction had no bearing on the females' self-perception of their abilities to work with groups. As with Russell (1999), this finds that there was no significant difference between a traditional classroom and its distance education counterpart. Clark (1983) found many studies that also made the same conclusions. However, females that participated in an all female lab section of a leadership class had greater perceptions of their ability to work with groups than did females in a coeducational lab section of the same class (Thorp, Cummins & Townsend, 1998).

6. On the Leadership Learning scale there were no significant differences between the females' scores in the Web-based class and females' scores in the traditional class. Again, instructional format did not affect how much females learned. This finding

supports the work of Clark (1983), which reviewed many media comparison studies and found that in most of them no significant differences were found between different medias or traditional and Web-based formats. This also adds to Russell (1999) compilation of 355 studies concerning technology and distance education that formed the basis of the "no significant difference phenomenon."

7. There were no significant differences found between the females' scores in the Web-based class and females' scores in the traditional class on the Leadership Remember scale. The difference in instructional formats did not have an affect on how much the females remembered from AGED 607. This finding also supports Russell's (1999) compilation of research studies dealing with technology and distance education that makes up the basis for the "no significant difference phenomenon."

8. No significant differences were found between the scores of the females in the Web-based class and the scores of the females in the traditional class on the Leadership Use scale. Therefore, instructional format did not affect how much females use the competencies taught in AGED 607. This study also falls along the lines of the "no significant difference phenomenon" that Russell (1999) and Clark (1983) formed the basis for.

9. On the Communicating scale, there were no significant differences between the males' scores in the Web-based class and males' scores in the traditional class. For the males, instructional format did not have an affect on their self-perceived communication skills. This finding reinforced Russell (1999) compilation of research studies concerning

technology and distance education that formed the basis for the "no significant difference phenomenon."

10. On the Decision Making scale, no significant differences were found between the scores of the males in the Web-based class and the males in the traditional class. This indicates that the instructional format had no affect on the males' self-perceived Decision Making skills. This finding supports Clark (1983) and Russell (1999) which both reviewed studies dealing with using technology and distance education and found that predominantly no significant differences were found.

11. On the Understanding Self scale, no significant differences were found between the scores of the males in the Web-based class and the scores of the males in the traditional class. This indicates that the instructional format had no bearing on the males' self-perception of how they understand themselves. This also reinforces Clark (1983) and Russell (1999) which both found that in a majority of research studies dealing with technology and distance education, no significant differences were found.

12. On the Positional Leadership scale, no significant differences were found between the scores of the males in the Web-based class and the scores of the males in the traditional class. This indicates that the instructional format had no affect on the males' self-perception of their leadership skills. This finding reflects Clark (1983) and Russell (1999) compilation of studies dealing with technology and distance education where the primary findings were of no significant differences.

13. On the Working with Groups scale, no significant differences were found between the scores of the males in the Web-based class and the scores of the males in the

traditional class. Therefore, instructional format had no affect on how the males felt about their abilities to work with groups. Again, this finding supports Clark (1983) and Russell (1999) both of whom compiled media comparison research studies and found that the predominant finding was no significant difference.

14. There were no significant differences found between the males scores in the Web-based class and the traditional class based on the Leadership Learning scale. This indicates that the instructional format played no role in how much the males learned from AGED 607. This finding adds to the studies compiled by Russell (1999) which found that research studies dealing with technology and distance education had predominant findings of no significant difference.

15. No significant differences were found between the scores of the males in the Web-based class and the traditional class based on the Leadership Remember Scale. This indicates that neither taking AGED 607 as Web-based or as a traditional class impacted how much the males remembered the competencies. This finding reinforces the reviews completed by Clark (1983) and Russell (1999) of research studies dealing with technology, distance education and media comparisons, where they predominantly found no significant differences in comparing media types.

16. No significant differences were found between the scores of the males in the Web-based class and the traditional class based on the Leadership Use Scale. Therefore, the instructional format had no impact on how much the males use the competencies taught in AGED 607. Again, this finding reflects the findings of Clark (1983) and Russell

(1999), which both compiled media comparison studies and found that they predominantly found no significant differences among various media types.

Findings and Conclusions Related to Hypothesis Four

Hypothesis four stated H_{04}= There is no difference among Web-based and traditional students leadership competencies scores based on leadership expertise.

1. On the Communicating scale, no significant differences were found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise. This result indicates that the level of leadership expertise did not affect the students' score on the Communicating scale. This finding supports the work of Russell (1999) in his compilation of studies concerning technology and distance education that formed the basis for the "no significant difference phenomenon."
2. The results did indicate statistically significant differences ($P \leq 0.05$) on the Decision Making Scale Score between the Web-based and traditional students based on the Leadership Expertise question. This indicates that the Web-based students' who indicated that they were leaders in any situation had increased scores on the Decision Making scale. Therefore, the Web-based students with a higher self reported leadership expertise also had better Decision Making Scale scores. This finding does not support the findings of Clark (1983) and Russell (1999) who found that most studies dealing with media comparisons and distance education found no significant differences between the types of media.

3. On the Understanding Self scale, significant differences ($P \leq 0.10$) were found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise. This result indicates that the level of leadership expertise affected the students' score on the Understanding Self scale. This finding does not support the Clark (1983) and Russell (1999) compilation of media comparison studies that found predominantly no significant difference among various media types.

4. There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Positional Leadership Scale. This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Leadership scale. This finding adds to the research compiled by Russell (1999) that showed that a majority of media comparison studies found no significant differences.

5. There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Working with Groups Scale. This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Working with Groups scale. This finding supports Clark's (1983) thoughts about media comparison studies, in which he found that in a majority of these studies no significant differences were found.

6. There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Leadership Learning Scale. This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Leadership Learning scale and

supports Russell (1999) and Clark (1983), which both compiled media comparison studies and found a predominant finding of no significant differences between media types.

7. There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Leadership Remember Scale. This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Leadership Remember scale. Once again, this finding reflects Russell (1999) and Clark (1983) in their compilations of media comparison studies that had mostly findings of no significant differences.

8. There were no significant differences found between the scores of the Web-based group and the traditional group based on self-reported leadership expertise on the Leadership Use Scale. This result indicates that the self-reported level of leadership expertise did not affect the students' score on the Leadership Use scale. This finding reflects the compilation of media comparison studies by Clark (1983) and Russell (1999) that found that a majority of these studies found no significant differences between various media types.

Recommendations

Based on the findings from this study, the following are recommendations for practice:

1. Instructors have the option to choose Web-based or traditional instruction when delivering a graduate youth leadership course. This conclusion suggests students can be confident that they can learn leadership concepts via the web.
2. Women graduate students are encouraged to select Web-based graduate youth leadership courses since their understanding of self component is enhanced with Web-based instruction.
3. Experiences leaders are encouraged to utilize Web-based courses to continue development of decision making skills. This conclusion may suggest a traditional classroom allows students to rely on others for decision making assistance.

Based on the findings of this study, the following are recommendations for research:

1. Replication of this study with a larger population to gain generalizability.
2. Continue the comparison of Web-based instruction with traditional instruction for additional graduate level leadership courses.
3. Investigate the results of undergraduate leadership courses taught via the web.
4. Compare learning styles as well as leadership competencies for success in Web-based leadership courses.

5. Begin similar studies for Executive Leadership Development Web-based courses.
6. Consider diverse populations such as underrepresented populations, rural/urban groups, volunteer/profit, and other unique clientele and the ability to learn leadership components in a traditional classroom and using Web-based instruction.
7. Study how interaction with web-course design effects students' satisfaction, knowledge attainment, and practice.
8. Investigate integration of Web-based learning with change in leadership behavior.

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APPENDIX A

QUESTIONNAIRE

Leadership Education Inventory
Department of Agricultural Education
Texas A&M University

Thank you for participating in this study. This questionnaire is a part of a larger study to ascertain the effectives of leadership education. Your responses will be combined with others; there will be no way to identify you.

Section 1

We are seeking to determine your thoughts and use of competencies taught in AGED 607: "Youth Leadership". Respond to each statement based on how much you agree with it by selecting the appropriate number.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I incorporate theories from AGED 607 into my current leadership practices	1	2	3	4	5
2. Learning activities (games & "doing" activities) were beneficial in learning leadership concepts	1	2	3	4	5
3. Out of class projects (ex. Create your own theory, book review, leadership workshop) aided in learning leadership concepts	1	2	3	4	5
4. My perceptions of leadership changed after completing AGED 607	1	2	3	4	5
5. I changed my own leadership thoughts after completing AGED 607	1	2	3	4	5
6. I changed my own leadership actions after completing AGED 607	1	2	3	4	5

When thinking about what you studied in AGED 607, how much do you remember about each competency? Respond to each statement based on your recollection by circling the appropriate number.

	Do Not Remember	Recognize The Name	Remember A Little	Remember The Whole Theory
7. Leadership vs. Management	1	2	3	4
8. Fourteen Points of Leadership (Ed Deming)	1	2	3	4
9. Tuckman's Stages of Group Development	1	2	3	4
10. Trait Theory	1	2	3	4
11. Blake and Mouton's Leadership Grid	1	2	3	4
12. Path – Goal Theory	1	2	3	4
13. Situational Leadership	1	2	3	4
14. Leadership Continuum	1	2	3	4
15. Fiedler's LPC Model (Least Preferred Co-Worker)	1	2	3	4
16. Leader – Member Exchange (LMX) Model	1	2	3	4
17. Transactional/Transformational Leadership	1	2	3	4
18. Motivation	1	2	3	4
19. Self Esteem/Self Concept	1	2	3	4
20. Delegation	1	2	3	4
21. Power	1	2	3	4
22. Change and Risk	1	2	3	4
23. Theory X/Theory Y	1	2	3	4

How much do you use the information learned from each competency taught in AGED 607?

	Do Not Use	Seldom Use	Use It On Occasion	Use It All The Time
24. Leadership vs. Management	1	2	3	4
25. Fourteen Points of Leadership (Demming)	1	2	3	4
26. Tuckman's Stages of Group Development	1	2	3	4
27. Trait Theory	1	2	3	4
28. Blake and Mouton's Leadership Grid	1	2	3	4
29. Path – Goal Theory	1	2	3	4
30. Situational Leadership	1	2	3	4
31. Leadership Continuum	1	2	3	4
32. Fiedler's LPC Model (Least Preferred Co-worker)	1	2	3	4
33. Leader – Member Exchange (LMX) Model	1	2	3	4
34. Transactional/Transformational Leadership	1	2	3	4
35. Motivation	1	2	3	4
36. Self Esteem/Self Concept	1	2	3	4
37. Delegation	1	2	3	4
38. Power	1	2	3	4
39. Change and Risk	1	2	3	4
40. Theory X/Y	1	2	3	4

Section II

Leadership Skills Inventory

What are your perceptions of your personal leadership skills? Please respond to each statement based on how much you agree with it by circling the appropriate number.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I can cooperate and work in a group.	1	2	3	4	5
2. I get along with people around me.	1	2	3	4	5
3. I feel responsible for my actions.	1	2	3	4	5
4. I believe in dividing the work among group members.	1	2	3	4	5
5. I understand myself.	1	2	3	4	5
6. I feel comfortable teaching other.	1	2	3	4	5
7. I consider all choices before making a decision.	1	2	3	4	5
8. I listen carefully to opinions of group members.	1	2	3	4	5
9. I am respected by others my age.	1	2	3	4	5
10. I can lead a discussion.	1	2	3	4	5
11. I use past experiences in making decisions.	1	2	3	4	5
12. I believe that all group members are persons.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. I am sure of my abilities.	1	2	3	4	5
14. I am a good listener.	1	2	3	4	5
15. I use information in making decisions.	1	2	3	4	5
16. I feel comfortable being a group leader.	1	2	3	4	5
17. I accept who I am.	1	2	3	4	5
18. I feel responsible for my decisions.	1	2	3	4	5
19. I can give clear directions.	1	2	3	4	5
20. I can follow directions.	1	2	3	4	5
21. I can run a meeting.	1	2	3	4	5

Section III

Demographic Information

The purpose of this section is to find out some information about you. Please answer the following questions about yourself by circling the appropriate letter or filling in the correct answer. Remember, we are not identifying you with your responses; your identity is protected.

1. Are you male or female?
   A. Male
   B. Female

2. How do you rate your leadership expertise?
   A. Usually a follower
   B. Active follower
   C. Leader only in situations where I am comfortable with the objectives
   D. Leader most of the time no matter what the objectives

3. During the semester of your enrollment, how much time did you spend on AGED 607 during a week (including readings, learning activities, and assignments)?
   A. 0-3 hours
   B. 4-6 hours
   C. 6-8 hours
   D. over 8 hours

4. If you were to identify your learning style, how do you learn best?
   A. the professor delivers detailed lectures.
   B. the professor provides demonstrations
   C. the class is discussion-based.
   D. the class is based on active experiences (like laboratory or simulations).

5. In general which class-type do your prefer?
   A. Traditional - Face to Face interaction
   B. Web Assisted - Some information on the web but still have interaction
   C. Web Based - totally Asynchronous Learning

6. Given a choice, which method of instruction would you prefer for AGED 607?
   A. Traditional – Face to Face interaction
   B. Web Assisted – Some information on the web but still have interaction
   C. Web Based – totally Asynchronous Learning

APPENDIX B

CLASS SYLLABUS

TEXAS A&M UNIVERSITY DEPARTMENT OF AGRICULTURAL EDUCAITON
AGRICULTURAL EDUCATION 607 SPRING, 2003

COURSE TITLE: YOUTH LEADERSHIP PROGRAMS

PREREQUISITE: Graduate student classification

REQUIRED TEXT: Practicing Leadership. Arthur Shriberg, John Wiley & sons, 2nd Edition, 2002

INSTRUCTOR: Dr. Chris Townsend, 131 Scoates Hall
862-3015 c-townsend@tamu.edu

OBJECTIVES: Upon completion of this course, the student will be able to
1. identify leadership and personal skills needed by youth
2. plan & conduct leadership programs in school and non-school settings
3. develop methods to evaluate leadership programs and activities.

GRADED EVALUATION ACTIVITIES:
Your final grade of AGED 607 is based on your performance and how it relates to the course objectives and not on how you compare to other students. All participants are expected to complete the learning modules whether in a traditional or Web-based classroom. Your participation is important to the success of the course as much of the learning is experiential in design. The "assignments" for 607 are ways you can demonstrate you have mastered the concepts of youth leadership development. The assignments should be original, completed on schedule, and creative.

Assignment	*Due Date*	*Points*
Proj 1: Leadership Youth Group Report	Jan 30	100
Proj 2: Create Your Own Theory- pg 59, Shirberg	Feb 6	125
Proj 3: Create Your Own Theory – pg 197, Shirberg	Feb 20	125
Proj 4: Exec Book Review	Mar 6	100
Proj 5: Youth Leadership Observation	Mar 27	150
Proj 6: Energizer Packet	Apr 3	150
Final: Leadership Workshop	Apr 24	250
	TOTAL	1000

Evaluation Points	*Percent Grade*	
900-1000 points	90-100%	A
800-899 points	80-89%	B
700-799 points	70-79%	C
600-699 points	60-69%	D
below 600 points	below 60%	F

TEXAS A&M UNIVERSITY DEPARTMENT OF AGRICULTURAL EDUCATION
AGRICULTURAL EDUCATION 607
COURSE OUTLINE

MODULE	**TOPIC**	**DATE BEGIN**
(*Note: Complete modules in date order; finish one before beginning the next)		
	COURSE ORIENTATION	1/16/03
MODULE ONE	YOUTH CHARACTERISTICS	1/23/03
Lesson 1	Identifying youth trends	
Lesson 2	Assessing youth characteristics and educational stages	
Lesson 3	Assessing youth leadership program effectiveness	
Project 1	Leadership Youth Group Report	DUE: 1/30/03
MODULE TWO	LEADERSHIP THEORY	2/06/03
Lesson 1	Leaders, managers, and team Builders (Chapter 3, Shriberg)	
Lesson 2	Theories: Making sense from science (Chapter 9, Shriberg)	
Lesson 3	Leaders for 21st Century (Chapter 10, Shriberg)	
Project 2	Create Your Own Theory (pg 59, Shriberg)	DUE: 2/06/03
Project 3	Create Your Own Theory (pg 197, Shriberg)	DUE: 2/20/03
MODULE THREE	LEADERSHIP CONCEPTS TO TEACH	2/27/03
Lesson 1	Motivating youth in various settings (Chapter 2, Shriberg)	
Lesson 2	Self-esteem, leadership impressions	
Lesson 3	Communication aspects to consider (Chapter 4, Shriberg)	
Lesson 4	Delegation, meetings	
Lesson 5	Power as a component of leadership (Chapter 6, Shriberg)	
Lesson 6	Change, risk, and leadership	
Project 4	Executive Leadership Book Review	DUE: 3/06/03
Project 5	Observe Youth Leadership Workshop	DUE: 3/27/03

MODULE FOUR	PLANNING AND FACILITATING LEADERSHIP WORKSHOPS		4/03/03
Lesson 1	Using experiential learning activities and designing evaluation tools		
Lesson 2	Planning energizers and creating positive environments		
Project 6	Energizer Packet	DUE:	4/3/03
Final Project	Leadership Workshop	DUE:	4/24/03

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APPENDIX C

SAMPLE LESSON

MODULE 4 LEADERSHIP CONCEPTS TO TEACH 11/08/02

LESSON 6: Change, Risk, and Leadership

Introduction and Energizer: "Doing the unpredictable often leads to extraordinary outcomes." You will find this quotation in a FastCompany magazine article. Take a few minutes to browse the article, "We've Taken the Greed out of Sports," by going to http://www.fastcompany.com/online/40/wf_jernigan.html and contemplating the following questions:

1. What risks did Dean Jernigan take when he created the Memphis Redbirds Baseball Foundation? What "rules" did he break?
2. What is the organizational structure of the Memphis Redbirds Baseball Foundation? What did Jernigan ensure by designing the organization in this way?
3. In your community, are there any leaders who have taken risks to create positive change?
4. How could you create positive change?

The purpose for this lesson is to provide a broad view of change and how leaders can plan productive risks.

Objectives: Following completion of this lesson, the student will be able to
1. Create an environment to encourage best practices for young leaders
2. Distinguish between type "t" and "T" risk-takers
3. List risk-coping skills
4. Practice creative thinking to enhance risk-taking
5. Compare personal and organizational change steps
6. Create an innovative technique to teach youth leadership concepts

Required activities for "Change, Risk, and Leadership"
1. Read "25 Rules for Leaders" by going to http://www.fastcompany.com/feature/02/rtsd_quotes.html.

2. Complete ACTIVITY 4-20.

3. View the power point RISK.PPT

4. Read the article "Follow the Edison Example of Creative Thinking (WORD DOC)

5. View the power point CHANGE.PPT

6. Read the article "Cast of Leaders" by going to
http://www.fastcompany.com/online/28/broadway.html

7. Complete ACTIVITY 4-21

AGED 607 YOUTH LEADERSHIP

ACTIVITY 4-20: LEADERSHIP RULES…..

Directions: The article, "25 Rules for Leaders," presents interesting approaches to leadership. These rules can be revised to apply to the young leaders of youth leadership organizations. Below you see a revised, new youth leadership "rule" followed by the original article rule number ( ) .

After each rule, jot down ideas for how youth facilitators could help a youth leader practice the rule. Feel free to revise the rule to match your community and to access the original article for ideas.

1. ASSESS THE CULTURE OF YOUR CLUB (1)
   Implementation:

2. DO NOT FEAR CHANGE (2)
   Implementation:

3. EMPOWER YOUR MEMBERS – LET THEM MAKE DECISIONS (4)
   Implementation:

4. TAKE ADVANTAGE OF YOUR MEMBERS' STRENGTHS (5)
   Implementation:

5. SHARE YOUR KNOWLEDGE (6)
   Implementation:

6. THINK OF YOUR CLUB AS YOUR MEMBERS AND THE PEOPLE IT SERVES (7
   Implementation:

7. SO NOT JUDGE YOUR MEMBERS BY HOW THEY LOOK (8)
   Implementation:

8. HELP YOUR CLUD DO GOOD THINGS FOR PEOPLE (9)
   Implementation:

9. GIVE MEMBERS OPPORTUNITIES FOR SUCCESS (10)
   Implementation:

10. KNOW YOUR CLUB'S VALUES – WHAT YOUR STAND FOR ! (11)
    Implementation:

11. ALLOW MEMBERS TO MAKE MISTAKES (12)
    Implementation:

12. ALLOW YOURSELF TO DREAM (14)
    Implementation:

13. USE EVERY MOMENT TO HELOP MEMBERS GET BETTER (16)
    Implementation:

14. SHINE SOME HOPE (17)
    Implementation:

15. SET STANDARDS OF PERFOMANCE THAT GO BEYOND "WINNING" A CONTEST (18)
    Implementation:

16. LAUGH AT YOURSELF (19)
    Implementation:

17. GET UP, STAND UP ! (20)
    Implementation:

18. STOP WHINING (21)
    Implementation:

19. BE HONEST (23)
    Implementation:

20. ASK: WHAT IS MY BOTTOM LINE ? (25)
    Implementation:

AGED 607 YOUTH LEADERSHIP

ACTIVITY 3-21: INNOVATIVE TEACHING IDEAS

Directions: After reading the FastCompany article, "Cast of Leaders," summarize the key points by filling in the first 3 areas below.

After reflecting on the article, please create a new way and/or place to teach leadership to a group of young people. Think of venues like sports events, museums, public buildings, civic offices, etc.

SUMMARY OF "CAST OF LEADERS"

Leadership concepts taught

Teaching venue utilized

Student reflections

Go on to the next page

PROJECTED INNOVATIVE YOUTH LEADERSHIP LESSON

Leadership concepts to teach

Proposed teaching venue

Projected student reflections

Follow the Edison Example of Creative Thinking
Leadership Moments, Beth Flynn, Ohio State University

"Organizations thrive on creativity, yet not all of them know how to encourage or use it. To spark more innovation from your workers, and yourself, take some lessons from the genius of creativity, Thomas Edison:

1. Question all assumptions.
Don't accept the conventional wisdom without first examining and challenging it. It's said that Edison, when hiring a new employee, would invite person to have some soup with him. It the candidate salted the soup before tasting it - assuming it would require salt before testing the assumption - he didn't get the job.

2. Generate as many ideas as possible.
The more ideas you test, the more likely you'll find one that works. Edison conducted over 50,000 experiments before perfecting the alkaline storage cell battery.

3. Analyze your failures.
Even when an idea falls apart, take some time to consider what you can learn from it. Keep notes so that your next idea works, you can go back and re-examine your efforts in light of your success.

4. Adapt other ideas.
Edison often used the inventions and ideas of other people as a mental springboard. Keep up with what's going on in your organization and industry - what people are doing, where others have failed.

5. Record all your ideas.
Keep a notebook for writing down ideas whenever they occur to you. Go back over the notebook regularly, looking for connections between ideas or new ways of thinking about the same problem (Positive Leadership, 1999, p.3)."

-Adapted from "Three lessons in creativity from Thomas Edison," by Michael Michalko, in *Executive Edge.*

Reference: Staff. (March 1999). Follow the Edison example of creative thinking. Positive Leadership.

How creative are you?

A listing of all the Leadership Center's resources is available on our website www.ag.ohio-state.edu/~leaders

If you have a friend or colleague who would like to receive Leadership Moments from the OSU Leadership Center, please have them send an e-mail message to: flynn.61@osu.edu

APPENDIX D

CORRESPONDENCE TO THE CLASS

February 12, 2003

MEMORANDUM

TO: AGED 607 class

FROM: Chris Townsend

SUBJECT: Project 2 Comments

Howdy and good day to you! As a class, you developed many interesting thoughts in your project 2 papers.

First, congratulations on being able to develop complete and concise thoughts in a 1 page space. Many times you will be asked to articulate your leadership style or how you would lead a team in a very short time frame. One intent of these "create your own theory" papers is to give you practice in short descriptions of your beliefs.

In addition, it is important to be able to back your opinion with sources other than your experience. So, for the next project, be sure you look to our text and one other credible source to build credibility into your answer.

As a class, most of you are a combination leader/manager! But, you have different plans for managing the soccer team. It was interesting how most of you discussed the parental involvement. We did not bring this situation out in our discussion of how different age groups act. Should we add a unit on "outside forces?"

Please continue your learning about youth and leadership. Remember our mission: to create youth leadership programs that reflect a scholarly understanding of youth characteristics as well as theory of leadership.

THANKS FOR YOUR WORK!

February 13, 2003

MEMORANDUM

TO: AGED 607 class

FROM: Chris Townsend

SUBJECT: Project 2 Comments

Howdy and good day to you! As a class, you developed many interesting thoughts in your project 2 papers.

Many times you will be asked to articulate your leadership style or how you would lead a team in a very short time frame. One intent of these "create your own theory" papers is to give you practice in short descriptions of your beliefs. So, it is important that in Project 3 you are sure to make your comments in a one-page format.

Also, there was a bit of confusion on what "Create your own Theory" to discuss. Apologies from my end. The page numbers are shown in the assignment list found in the WebCt Course Syllabus site. Here it is for your further information. I went ahead and graded your paper even if you did not do the one on page 59. For Project 3, be sure to use the assignment listed on page 197. If you already did that one, then you should do the one on page 59. If you did something completely different, for Project 3, do the page 197 assignment. Totally confused? Email me at c-townsend@tamu.edu .

Summary of Assignments

ASSIGNMENT	DUE DATE	POINTS
PROJECT 1: Leadership Youth Group Report	1/30/03	100
PROJECT 2: Create Your Own Theory (Shirberg 59)	2/6/03	125
PROJECT 3: Create Your Own Theory (Shirberg 197)	2/20/03	125
PROJECT 4: Executive Book Review	3/6/03	100
PROJECT 5: Youth Leadership Observation	3/27/03	150
PROJECT 6: Energizer Packet	4/3/03	150
FINAL PROJECT: Leadership Workshop	4/24/03	250
		1000

In addition, it is important to be able to back your opinion with sources other than your experience. So, for the next project, be sure you look to our text and one other credible source (outside the course) to build credibility into your answer.

As a class, most of you are a combination leader/manager! But, you have different plans for managing the soccer team. It was interesting how most of you discussed the parental involvement. We did not bring this situation out in the youth ages lesson. I wonder about adding a unit on "outside forces?"

Please continue your learning about youth and leadership. Remember our mission: to create youth leadership programs that reflect a scholarly understanding of youth characteristics as well as theory of leadership.

THANKS FOR YOUR WORK!

February 25, 2003

Howdy All,

PROJECT 3 COMMENTS:
It was great to evaluate your Project 3 papers. I appreciated your direct comments on your preferred leadership theory as well as your recommendation for the principal. Many of you focused on the need for trust and communication within the school. And, you also noted that the school is a part of a larger system (local community, school board, etc.). I think it is very important that you think of how the student population also affects this leadership situation. Often, in reality, the school's leadership operates without concern for the student goals and ideas. In fact, it may be that this situation is one where the Educational Psychology lessons are most important. How best can students be heard at their different age levels? How can leadership and age differences be blended for an affective system? As usual, your papers were stimulating and bring many more questions to my mind!

MODULE 3:
Just a note to remind you that the lessons in Module 3 are intended to prepare you for your Final Project. Your Final Project is to create a youth leadership workshop. In Module 3 you will find the "big" topics that are typically taught to youth. Note the different methods used and identified in each lesson. You can use these, revise them, or find altogether new ones for your Final Project.

PROJECT 4:
Looking ahead to Project 4 – this assignment is due on March 6. Be sure to read the assignment sheet that is listed in the course syllabus or within the Module 3 listing. Basically, you are reviewing a popular leadership book. Think about reading a review – it does need to be short but detailed enough to give someone selection information. Be sure you write about what audience the book is best intended.

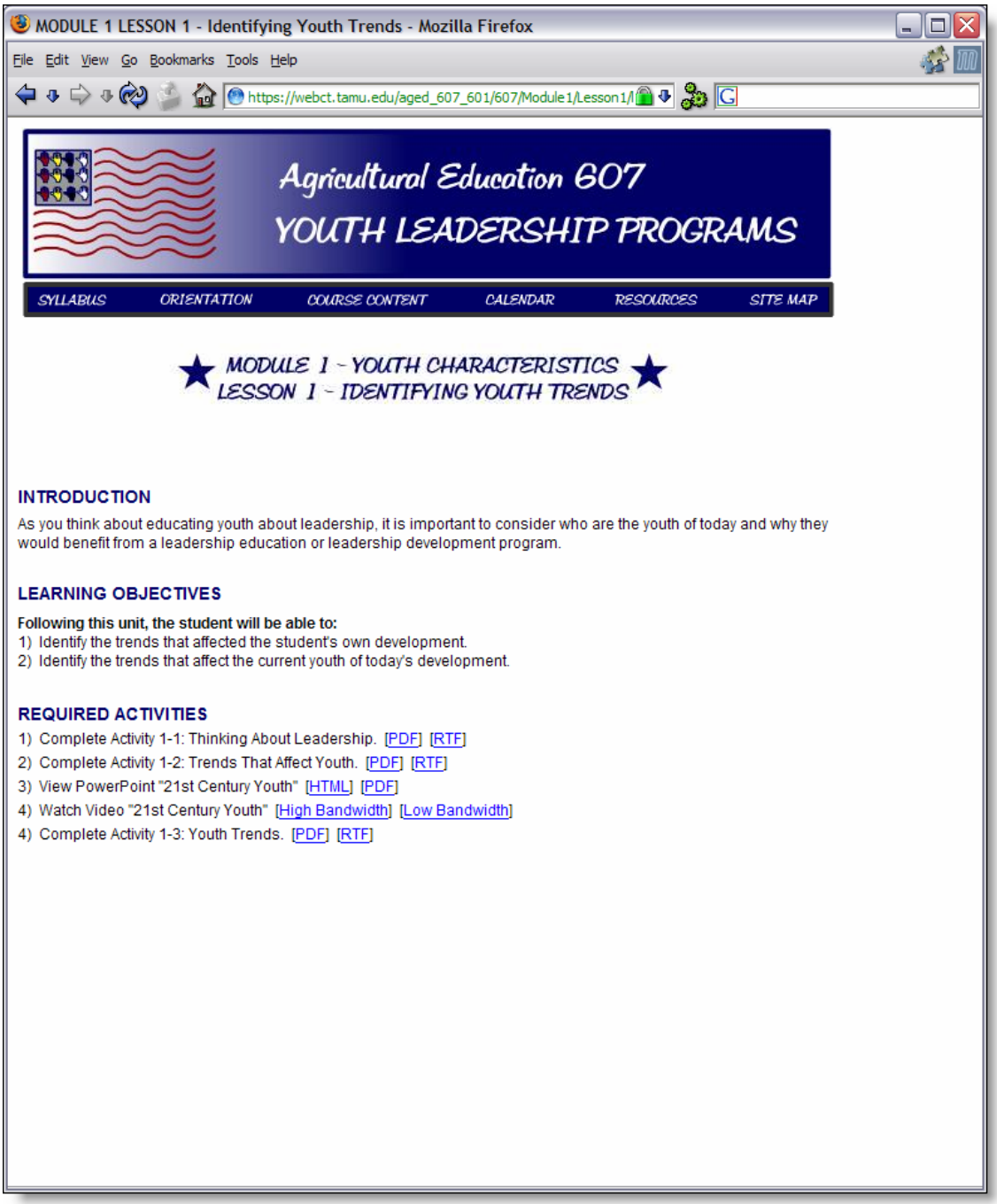
PROJECT 5:
Don't let Project 5 sneak up on you – It is due on March 27. Although that date seems weeks away, you will need some scheduling for this project. Your assignment is to observe and analyze a youth leadership workshop. You can watch whoever you like – from a meeting to a specialized leadership seminar/workshop. You should observe someone else's group – find a youth group in your community and visit. See the assignment for pertinent information about your analysis.

Have a wonderful week!

APPENDIX E

WEBCT SCREEN CAPTURES


AGED 607 - COURSE CONTENT - Mozilla Firefox
File Edit View Go Bookmarks Tools Help
https://webct.tamu.edu/aged_607_601/607/index.html
Agricultural Education 607
YOUTH LEADERSHIP PROGRAMS
SYLLABUS ORIENTATION COURSE CONTENT CALENDAR RESOURCES SITE MAP
COURSE CONTENT
MODULE 1 - YOUTH CHARACTERISTICS
Lesson 1 - Identifying Youth Trends
Lesson 2 - Assessing Youth Characteristics and Educational Stages
Lesson 3 - Assessing Youth Leadership Program Effectiveness
Project 1 - Leadership Youth Group Report (DUE: 1/30/03)
MODULE 2 - LEADERSHIP THEORY
Lesson 1 - Leaders, Managers, and Team Builders
Lesson 2 - Theories: Making Sense from Science
Lesson 3 - Leaders for 21st Century
Project 2 - Create Your Own Theory (DUE: 2/6/03)
Project 3 - Create Your Own Theory (DUE: 2/20/03)
MODULE 3 - LEADERSHIP CONCEPTS TO TEACH
Lesson 1 - Motivating Youth in Various Settings
Lesson 2 - Self Esteem, Leadership Impressions
Lesson 3 - Communication Aspects to Consider
Lesson 4 - Delegation and Meetings
Lesson 5 - Power as a Component of Leadership
Lesson 6 - Change, Risk, and Leadership
Project 4 - Executive Leadership Book Review (DUE: 3/6/03)
Project 5 - Observe Youth Leadership Workshop (DUE: 3/27/03)
MODULE 4 - PLANNING AND FACILITATING LEADERSHIP WORKSHOPS
Lesson 1: Using experiential learning activities and designing evaluation tools
Lesson 2: Planning energizers and creating positive environments
Project 6 - Energizer Packet (DUE: 4/3/03)
FINAL PROJECT
Leadership Workshop (DUE: 4/24/03)


MODULE 1 LESSON 1 - Identifying Youth Trends - Mozilla Firefox
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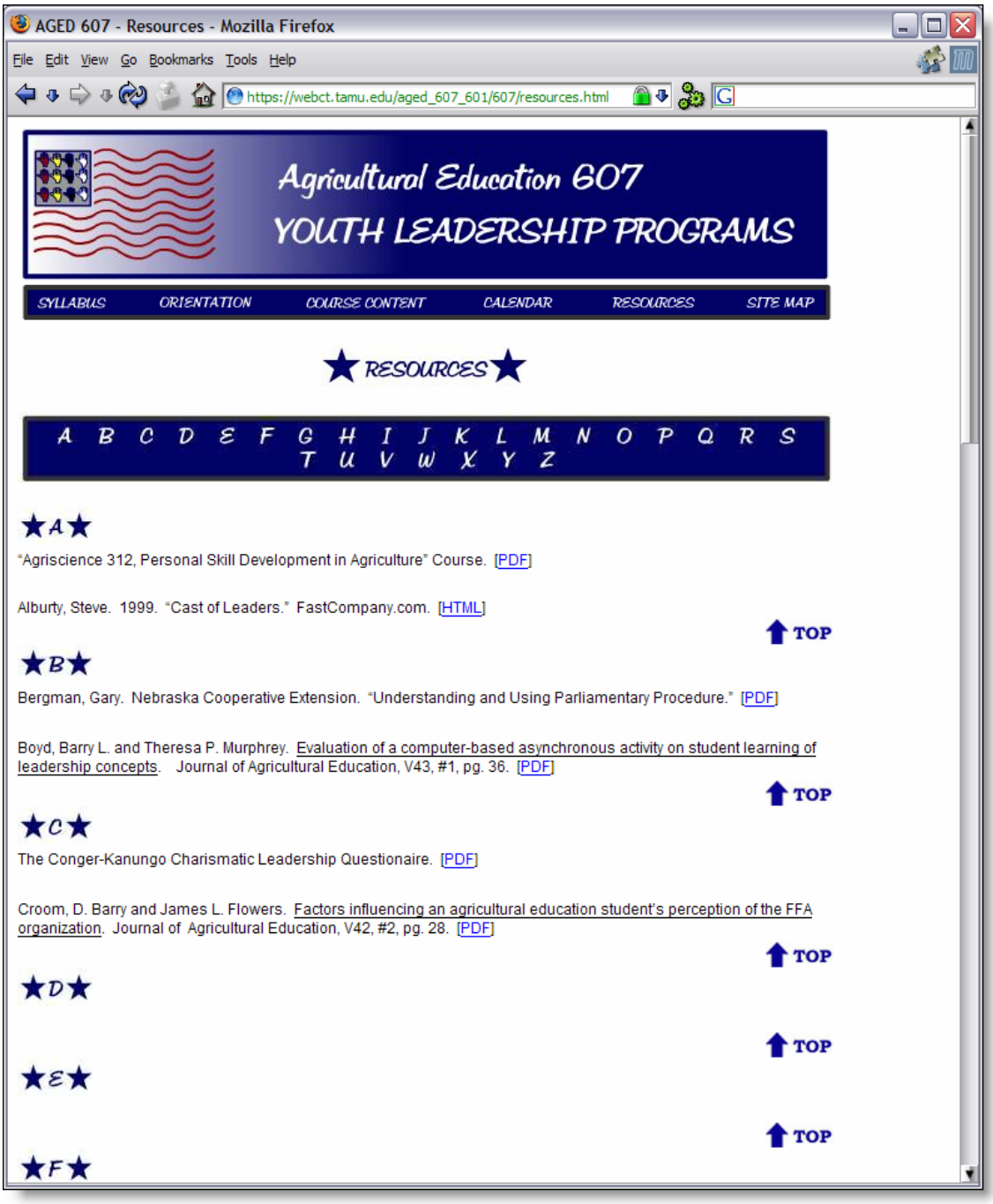
Agricultural Education 607
YOUTH LEADERSHIP PROGRAMS
SYLLABUS ORIENTATION COURSE CONTENT CALENDAR RESOURCES SITE MAP
MODULE 1 - YOUTH CHARACTERISTICS
LESSON 1 - IDENTIFYING YOUTH TRENDS
INTRODUCTION
As you think about educating youth about leadership, it is important to consider who are the youth of today and why they would benefit from a leadership education or leadership development program.
LEARNING OBJECTIVES
Following this unit, the student will be able to:
1) Identify the trends that affected the student's own development.
2) Identify the trends that affect the current youth of today's development.
REQUIRED ACTIVITIES
1) Complete Activity 1-1: Thinking About Leadership. [PDF] [RTF]
2) Complete Activity 1-2: Trends That Affect Youth. [PDF] [RTF]
3) View PowerPoint "21st Century Youth" [HTML] [PDF]
4) Watch Video "21st Century Youth" [High Bandwidth] [Low Bandwidth]
4) Complete Activity 1-3: Youth Trends. [PDF] [RTF]


AGED 607 - Resources - Mozilla Firefox
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https://webct.tamu.edu/aged_607_601/607/resources.html
Agricultural Education 607
YOUTH LEADERSHIP PROGRAMS
SYLLABUS ORIENTATION COURSE CONTENT CALENDAR RESOURCES SITE MAP
RESOURCES
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
A
"Agriscience 312, Personal Skill Development in Agriculture" Course. [PDF]
Alburty, Steve. 1999. "Cast of Leaders." FastCompany.com. [HTML]
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C
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AGEG 607 - COURSE ORIENTATION - Mozilla Firefox
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Agricultural Education 607
YOUTH LEADERSHIP PROGRAMS
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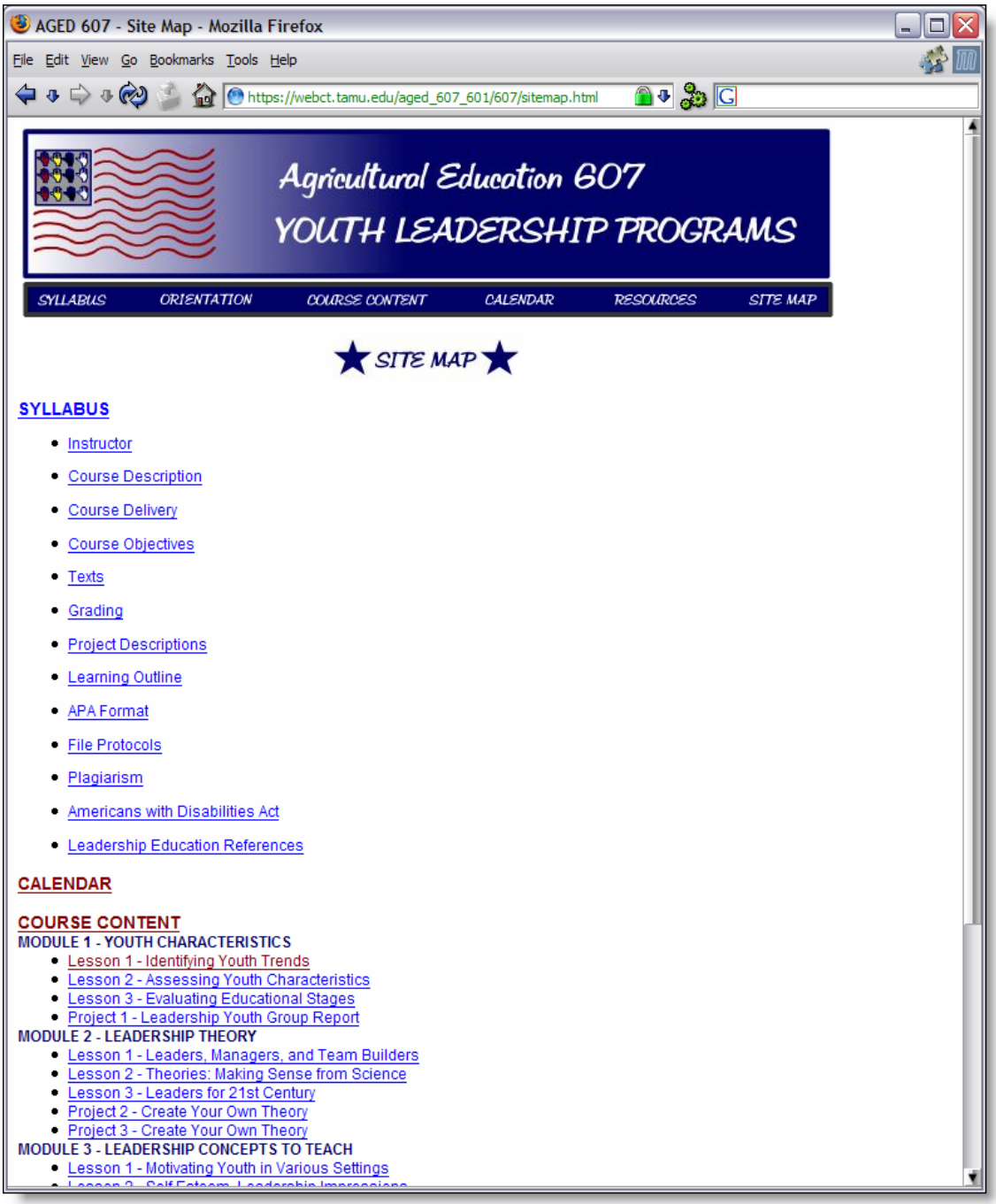
COURSE ORIENTATION
MEET THE INSTRUCTOR
I have the pleasure of serving as your instructor for this class. Please feel to email me if you have questions/and or situations surrounding the course. My address is c-townsend@tamu.edu.
I have been at Texas A&M University since 1984 and have worked in the Agricultural Leadership Program for 13 years. If you want to check me out, feel free to visit my resume.
COURSE DETAILS
You are in control of your destiny! AGED 607 is an on-line asynchronous course. Therefore, all your required assignments and projects are listed within our AGED 607 course pages. We will not meet via TTVN. We will communicate with email and WebCT. I hope you will enjoy this format for our course.
This course is unique because it combines YOUTH DEVELOPMENT, LEADERSHIP THEORY, AND FACILITATION OF LEADERSHIP WORKSHOPS. It is our intent that you will have the skills and knowledge to plan energetic and appropriate leadership workshops for different types of youth clientele.
The modules are:
MODULE 1: Youth Characteristics
MODULE 2: Leadership Theory
MODULE 3: Leadership Concepts to Teach
MODULE 4: Planning and Facilitating Leadership Workshops
SEQUENCE AND LEARNING PLAN
Each module contains several lessons. The lessons are planned in a specific order as one builds upon another. Therefore, it is important that you move through the course in the order it is presented.
AGED 607 is planned to provide you with as much active learning as possible. Therefore, each lesson contains "Learning Activities" for you to complete. You should download these activities, complete them, and save them for use in your final project. Several times, you are asked to find other people for interviews or interactions. You really need to try and get others within your community (civic, personal, professional, etc.) to work with in these activities. They are not long....should be good conversation-starters! We developed this concept to involve your close communities.
ASSIGNMENTS
Although this course is "asynchronous" and you may complete your lessons in your own time frame, you are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Agricultural Education 607
YOUTH LEADERSHIP PROGRAMS
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Project Descriptions
Learning Outline
APA Format
File Protocols
Plagiarism
Americans with Disabilities Act
Leadership Education References
CALENDAR
COURSE CONTENT
MODULE 1 - YOUTH CHARACTERISTICS
Lesson 1 - Identifying Youth Trends
Lesson 2 - Assessing Youth Characteristics
Lesson 3 - Evaluating Educational Stages
Project 1 - Leadership Youth Group Report
MODULE 2 - LEADERSHIP THEORY
Lesson 1 - Leaders, Managers, and Team Builders
Lesson 2 - Theories: Making Sense from Science
Lesson 3 - Leaders for 21st Century
Project 2 - Create Your Own Theory
Project 3 - Create Your Own Theory
MODULE 3 - LEADERSHIP CONCEPTS TO TEACH
Lesson 1 - Motivating Youth in Various Settings


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Agricultural Education 607
YOUTH LEADERSHIP PROGRAMS
SYLLABUS ORIENTATION COURSE CONTENT CALENDAR RESOURCES SITE MAP
COURSE SYLLABUS
INSTRUCTOR COURSE DESCRIPTION COURSE DELIVERY COURSE OBJECTIVES TEXTS GRADING
PROJECT DESCRIPTIONS LEARNING OUTLINE APA FORMAT FILE PROTOCOLS PLAGIARISM ADA REFERENCES
INSTRUCTOR
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COURSE DESCRIPTION
Course Overview
This course examines the methods and procedures of organizing and conducting youth leadership programs in school and non-school settings.
Time Requirements
Regular graduate courses require approximately 45 hours of class time over the semester plus 3 hours of preparation for each hour of class time. You can expect to spend a total of at least 9 hours per week for 15 weeks on this class. Because this course is Web-delivered, you can expect to spend even more time on this course than you would on traditional courses.
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COURSE DELIVERY
This course will be taught as a Web-delivered course, and will utilize the following delivery tools:
The course website: Information about the course and your responsibilities in the course are explained in detail on the website. It also contains links to resources that will supplement the required textbook readings.
WebCT: WebCT will be used access to all course materials; communicate with the instructor and other students through tools such as chat, e-mail, and threaded discussions; submit assignments; and view grades.
You are expected to have regular access throughout the semester to the Internet so that you may access WebCT and

VITA

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Permanent Mailing Address:	3410 Judythe Ct. Bryan, TX 77803
Degree:	Doctor of Philosophy
Major Subject:	Agricultural Education
Education:	Ph.D., Agricultural Education, Texas A&M University, 2005 M.S., Horticulture, Texas A&M University, 2001 B.S., Agricultural Development, Texas A&M University, 1999
Experience:	*Research Associate* Horticulture Department Texas A&M University, College Station, TX January 2002 – December 2004