A Study of Leadership in Organizations and Higher Education

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A STUDY OF LEADERSHIP IN ORGANIZATIONS AND HIGHER EDUCATION

by

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B. A., Saint Cloud State University, Saint Cloud, 1988

A Thesis
Submitted to the Graduate Faculty
of
Saint Cloud State University
in Partial Fulfillment of the Requirements
for the Degree
Master of Arts

Saint Cloud, Minnesota
August, 1990
This thesis submitted by Sara A. Grachek in partial fulfillment of the requirements for the Degree of Master of Arts at St. Cloud State University is hereby approved by the final evaluation committee.

Chairperson

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Dennis Nunn
Dean
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PROBLEM:

Many members of business organizations rely on an abundance of materials to learn about leadership education or training. Relying solely on these materials can be costly, and are probably only semi-related to leadership education or training. An alternative, often less costly, and with some semblance of relatedness, might be higher education. The purpose of this study is to examine whether four-year colleges and universities can provide the type of leadership education or training currently being sought by business organizations.

PROCEDURE:

Business organizations were surveyed as to whether they felt leadership education at the college and university level would be helpful for their organizations, the topics sought to be taught by colleges and universities, and how members in organizations defined the term leadership. Colleges and universities were surveyed as to the leadership instruction they offered, and what leadership topics were considered most important.

FINDINGS:

If was found that business organizations believe leadership education at the college and university level would be helpful to their organizations. The leadership topics sought by businesses to be taught by higher education included leadership versus management, leadership styles, empowerment/power, and leadership ethics. Members of organizations defined the term leadership in different ways, but the terms strategic planning and empowering others were chosen by a majority of participants. Colleges and universities offer many leadership topics including group
leadership and leadership styles; however, leadership styles and empowerment/power were considered most important to the study of leadership.

August 1990
Month Year

Approved by Research Committee:

Dr. Fred Hill Chairperson
ACKNOWLEDGEMENTS

The writer wishes to extend grateful appreciation to her advisor, Dr. Fred Hill, for his ideas, assistance, and dedication to this study. Above all, the writer appreciates Dr. Hill's leadership in preparing this study. Thank you also to committee members Phyllis Lacroix and Abbas Mehdi for their aid and contributions to this project.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>2</td>
</tr>
<tr>
<td>Purpose of Study</td>
<td>3</td>
</tr>
<tr>
<td>Delimitations and Definitions</td>
<td>5</td>
</tr>
<tr>
<td>2. LITERATURE REVIEW</td>
<td>9</td>
</tr>
<tr>
<td>3. METHODOLOGY</td>
<td>26</td>
</tr>
<tr>
<td>Selection of the Organization Population</td>
<td>26</td>
</tr>
<tr>
<td>Development of the Organization Questionnaire</td>
<td>27</td>
</tr>
<tr>
<td>Selection of the Higher Education Population</td>
<td>28</td>
</tr>
<tr>
<td>Development of the Higher Education Questionnaire</td>
<td>28</td>
</tr>
<tr>
<td>Collection of the Data</td>
<td>29</td>
</tr>
<tr>
<td>4. RESULTS</td>
<td>30</td>
</tr>
<tr>
<td>Organization Leadership Survey</td>
<td>30</td>
</tr>
<tr>
<td>Education Leadership Survey</td>
<td>34</td>
</tr>
<tr>
<td>5. SUMMARY, DISCUSSION AND RECOMMENDATIONS</td>
<td>38</td>
</tr>
<tr>
<td>Summary</td>
<td>38</td>
</tr>
<tr>
<td>Discussion</td>
<td>39</td>
</tr>
<tr>
<td>Recommendations</td>
<td>42</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION

A great need exists for effective leadership in today's dynamic, global world. Over the past twenty years, confidence in leadership both in and of American organizations has declined dramatically (Nanus, 1989). "Managers, investors, and workers complain about poor leadership in business as they watch their companies close down plants and load up with debt" (Nanus, 1989, p.ix). "Where have all the leaders gone?" wonders Bennis (1989, p.13). He believes that America cannot function without leaders. Bennis poses three points as to the importance of having leaders:

First, they are responsible for the effectiveness of organizations.
Second, the change and upheaval of the past years has left us with no place to hide.
Third, there is a pervasive, national concern about the integrity of our institutions. (Bennis, 1989, p.15)

Bennis (1989) feels that these points are important because leaders are the solution to save our failing business organizations. Nanus (1989) also believes "The decline of American leadership is not inevitable, not by a long shot. We've had effective leadership many times before, and we can have it again" (p.x). He emphatically states "Never has the need for leadership been
greater . . . Something must be done--and soon--to unleash the potential effectiveness of leaders in America" (p.7).

Two major goals of business organizations are to increase productivity and achieve high employee satisfaction (Richmond, 1983). In order to realize these goals, effective leadership skills must be present and used efficiently. However, business organizations tend to hire people with managerial skills, sometimes neglecting the need for effective leadership qualities. A considerable difference exists between managerial and leadership skills. Hiring both quality managers and leaders can greatly benefit these organizations. Given some leaderless accusations, American business needs more leaders and fewer managers.

If it is the case that more leadership characteristics need to be prevalent in the American corporate environment, where then are these leadership characteristics to be acquired?

**Problem Statement**

Many members of business and educational organizations currently rely on workshops, seminars, conferences, and an abundance of media materials, such as books, videotapes and audiotapes, to learn about the topic of leadership. This is evident through the increasing amounts of materials available through book clubs, bookstores, libraries, television advertising and mass mailings. Members of these organizations without college degrees probably rely mainly on these mentioned sources to learn about leadership, because they have not had much opportunity for exposure to leadership information. Although college- or university-trained employees may have been exposed to some leadership instruction in classes, high school graduate
employees may find themselves with little leadership training, education, or skills, and often must on their own find instruction or sources to learn about leadership.

Although mainly relying on the resources mentioned above provides some leadership education or training, these materials can be costly and probably only semi-related. For instance, reading one of Peter Drucker's books and listening to a Zig Ziggler audiotape may have little more in common than the purchase price. One may be on motivation; the other on time management, but both purport to help one become a better leader. An alternative, often less costly, and with some semblance of relatedness might be higher education, even if the individual employees are not seeking a college degree; and even if the business only desires minimal leadership training for these employees.

Purpose of Study

As stated earlier in this chapter, some current literature show a need for effective leadership in today's changing world. With this need for leadership identified, the purpose of this study is to examine whether four-year colleges and universities can provide the type of leadership education or training currently being sought by businesses and individuals. This task will be accomplished by examining:

1. How do individuals in business organizations define leadership? A clearer understanding of how the corporate world views leadership is a necessary starting point.
2. Where do businesses, and individuals within these organizations, currently acquire leadership education or training?

3. What types of leadership topics, if any, do business organizations believe could be/should be taught in colleges and universities?

4. What type of leadership education or training is presently provided at colleges and universities?

5. Can colleges and universities provide the types of leadership education and training sought by business organizations?

This study will explore these questions to determine whether colleges and universities are currently satisfying the need of businesses in regards to providing leadership education or training to its employees, and if not, could they? If colleges and universities are not meeting these instructional needs further inquiry could be made as to how higher education can meet these leadership demands.

It is in the best interest of business organizations to help insure that their employees are qualified to do the job they have been hired to do, as well as somewhat prepare some employees for career moves within the organization. Some organizations are more effective in accomplishing this task; however, there generally is some type of education or training within the company to help employees become better employees, and possibly to help them become leaders within the organization. Employees attempting to become leaders within an organization can be identified and then guided
or assisted. This study attempts to deal within the structure of business organizations and higher education. However, many employees (or unemployed individuals trying to improve, so as to be hired) either have to "go it alone" or choose to pursue independently obtaining leadership education.

This study will not focus on individuals who try to gain or improve leadership skills. These people do spend large sums of money on software and hardware available for purchase, and it is possible that these individual purchases dominate the market. However, it would be extremely difficult to gather information regarding needs and interests of these individuals. To obtain this information would require one to interview people working in the corporate centers in such areas as St. Paul or Minneapolis. Although this information would be highly desirable, acquiring it is beyond the scope of this study. It is suggested that a study could be done to gather this kind of information so as to better understand where individuals might recommend learning about leadership.

Delimitations and Definitions

The topics of leadership and management are complex. Much debate occurs over their definitions. This study will focus on leadership; examining management only in a very limited sense. Leadership could also be compared to administration and supervision; however, most of the literature in the leadership field focuses on the differences between management and leadership.

For this study, when the term leadership is used, it includes qualities and characteristics such as vision, empowerment, and the ability to be
personal and proactive; whereas the term management applies to attributes such as solving problems, being reactive and focusing on "now" (Zaleznik, 1977). None of the terms listed above are mutually exclusive, as there are many ways to define both terms; however, current literature on these topics focus mainly on the terms listed here.

Disagreement exists as to whether one person can possess both managerial and leadership skills, or if managers and leaders are separate types of people (Zaleznik, 1977). Regardless of these arguments, it is agreed that both leaders and managers, and the skills and qualities they possess, are needed for an effective organization.

The way in which business and industry teach their employees leadership is commonly referred to as "leadership training." In corporate training and development, training refers to "learning that is provided in order to improve performance on the present job;" development is defined as "learning that is not job-related, although it may have some impact on the job" (Gilley & Eggland, 1989, p.7). Leadership requires more than training and development. Leadership knowledge not only is needed to improve one's present job, or to be used for future tasks; but it is also necessary for some non-job related involvements, such as public relations.

Controversy exists as to whether or not leadership can be taught. When leadership is defined as lists of inherent traits, qualities, or characteristics, it then becomes unteachable (Lee, 1989). "Leaders are not developed through behavioral sciences or by reading the tea leaves of attitude surveys or by Outward Bound-type nature adventures. . . . The business schools haven't been able to teach leadership because it can't be
taught in a classroom" (Coleman, 1988,p.13). Lee believes "If there's anything you can say for sure about leaders, it's that they don't emerge fully formed from any kind of formal training or education" (p.24). Instead, he believes that a combination of experiences, including work relationships, formal training, and job assignments help to develop leaders.

Behaviorists feel leadership can be taught because "Leadership training is primarily a matter of learning how your behavior affects other people" (Lee, 1989,p.21). Leaders might provide direction by communicating a vision, setting high expectations, giving feedback, or living their beliefs. Since people in the behavioral sciences believe behaviors can be taught, therefore, leadership behaviors can be learned.

Over the past several years there has been criticism that university business schools have not been preparing students to become future leaders. Some of these critics believe leadership training cannot be taught in a sterile university classroom environment. This may be a valid accusation. However, course syllabi, specifically those that rely on reading and lecture for instruction, could be altered to allow for a combination of learning environments. Leadership may be able to be taught if instruction included real-life goals and resources, speakers, and hands-on experiences. Maybe we have not yet found the model for teaching leadership.

Although some feel colleges and universities are not the place to prepare leaders, maybe they could become a primary source of instruction if a way could be discovered and implemented to teach leadership. This study will attempt to examine some possibilities of colleges and universities doing what they are accused of not being able to do—teach leadership. In order to
make this examination, a review of leadership-related literature is required to establish a framework from which an examination can be developed. Chapter 2 will focus on definitions of leadership, providing a brief historical review, and focusing on current literature related to leadership qualities and characteristics.
Chapter 2

LITERATURE REVIEW

The myriad of literature focusing on the topic of leadership leaves it hard to decide what is and what is not relevant to the subject. However, relevance may not be the most important issue. To try to understand the complex topic of leadership requires one to take into account any and all available information about leadership and its related fields. Certainly, those who purchase from the wide array of leadership resources might not realize the complexity, but if they continued to purchase, would be soon confronted with the abundance, and cost, from which to choose. Although what to buy and why to buy are important considerations to those businesses and individuals seeking to learn more about leadership, the focus of this study remains on whether or not higher education can really help meet the learning needs of the emerging or would-be leaders.

This chapter will give a limited definition of leadership, provide a brief history of leadership, and focus on current literature related to leadership qualities, styles and issues. Time and timeliness do not allow for the development of an annotated list of sources, although such a list could prove of some worth.
Leadership is a very difficult term to define or describe, and therefore is explained by different people in many different ways. DePree defines leadership as "... liberating people to do what is required of them in the most effective and humane way possible" (p.3). He says that leadership is an art learned over time. DePree describes two types of leaders: hierarchial and roving. Hierarchial leaders identify roving leaders and allow those people to take the lead. Roving leadership is issue-oriented, allowing hierarchial leaders to take ownership of situations. Roving leaders are the people who take charge of situations and demand trust and discipline. Because leaders at the top of organizations cannot respond to every corporate emergency, they give subordinates the power to respond to given situations. For example, a CEO may make high-ranking decisions, but allow managers the flexibility to run their individual units as they see fit.

Nanus (1989) defines leadership as the ability to be the boss, give orders and enforce them. He says, to these people, leadership means authority at the top of organizations. Leadership is also thought to depend on culture. Different types of qualities are expected from leaders depending upon their culture. Nanus clarifies leadership as being "futures-creative." Someone who is a direction setter, change agent, spokesperson and coach is a "futures-creative" leader. For example, CEO's with visions for their organizations, who live those visions in the present, are considered "futures-creative" leaders.

Kouzes and Posner (1987) believe leadership involves challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. These are people who believe there are
alternative ways to attain goals, and not only empower others, but encourage them to realize these goals.

In order to effectively define leadership, Nanus (1989) states "We need to go back to basics, review what we know of leadership, and redefine it for the challenges of the world ahead" (p.43). If leadership can be taught then certainly it must be taught, and learned. This will be a concept building process; examining the "old," in order to learn the "new."

This study does not attempt to define leadership in concrete terms. Instead, the thrust is to increase awareness as to the many different perspectives of leadership. It is hoped that these many different perspectives will give a flavor as to what leadership might mean, and how it possibly can be learned.

Recent studies debate the issue of leadership versus management. Zaleznik (1977) states that managers maintain organizational operations, whereas leaders create new territories to explore. According to Bennis and Nanus (1985), "Leadership is what gives an organization its vision and its ability to translate that vision into reality" (p.20). They go on to say that "Managers are people who do things right and leaders are people who do the right thing" (p.21). "Managers, we believe, get other people to do, but leaders get other people to want to do" (Kouzes & Posner, 1987,p.27).

Leaders and managers also have different attitudes towards goals, careers, relations with others, and themselves (Zaleznik, 1984). In relation to goals, Zaleznik (1977) asserts that managers have impersonal and passive attitudes towards goals which emerge from necessities. Leaders have active, personal attitudes toward goals, and try to generate new ideas. Managers are
seen as efficient and leaders as effective (Bennis et al., 1985). Managers are internally focused, seek stability, predictability and control, and work within pre-designed structures (Nanus, 1989). Leaders are externally focused, interested in flexibility and change, and are free to change structures. Leaders relate to other people in intuitive, emotional and empathetic ways, as they feel a strong sense of identity with their followers. According to Zaleznik (1977), managers enjoy working with people, but prefer to adopt a low level of emotion in their relationships. Leaders do not depend upon the organization for their sense of self identity, as they are self-reliant. Managers, in contrast, identify personally with the organization and rely on rewards gained. Bellman (1988) states managers tend to:

- Make decisions based on established directions.
- Emphasize the rational, supported by feeling.
- Use given resources effectively.
- Work according to plans and schedules.
- Be analytical, objective and practical.
- Act in the present, based on the past.
- Emphasize knowledge and facts (p.40).

Bellman states that leaders tend to:

- Make decisions based on an envisioned future.
- Emphasize intuition, supported by reason.
- Expand beyond given resources.
- Work according to what is needed now.
- Be intuitive, subjective and impractical.
- Act toward the future, based on the present.
- Emphasize belief and commitment (p.40).

Bennis (1989) contrasts managers and leaders as follows:

- The manager administers; the leader innovates.
- The manager is a copy; the leader is an original.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
The manager relies on control; the leader inspires trust. The manager has a short-range view; the leader has a long-range perspective. The manager asks how and when; the leader asks what and why. The manager has his [her] eye always on the bottom line; the leader has his [her] eye on the horizon. The manager imitates; the leader originates. The manager accepts the status quo; the leader challenges it. The manager is the classic good soldier; the leader is his [her] own person. The manager does things right the leader does the right thing (p.45).

As can be seen in the above comparisons, managers and leaders differ in their personal qualities and skills. Bellman states, "Management and leadership abilities are complimentary" (p.40). Zaleznik (1977) believes that because leaders and managers are basically different kinds of people, trying to become better at one may impede the process of becoming better at the other. However, Zaleznik also states the process of becoming both a leader and a manager is not impossible.

One would probably conclude based upon the selected comparisons above, that management should be much easier to be taught although it makes sense that the learning of management comes in the doing, that is, managing people and/or things.

The evolution of studying about leadership has focused on various approaches. Hollander (1978) briefly discusses five different historical views of leadership. The "great man" theory of leadership believes that leaders are born to be "great." This is followed by the trait approach, which centers on the belief that people have personal qualities which identify them as leaders. The situational approach claims the situation and task determine the
emergence of a leader. The contingency model is an extension of the situational approach. Here, a leader's emergence is contingent upon the situation. Finally, the transactional approach highlights the relationship between leaders and followers, acknowledging that both parties influence one another.

Bennis (1989), in addition to the above, lists further leadership theories such as functional leadership, leaderless leadership, charismatic leadership, group-centered leadership, reality-centered leadership, leadership by objective, and bureaucratic leadership. Nanus (1989) adds to this list of principles by including a theory based on the deployment of power and authority.

Given the number of definitions surrounding leadership one could conclude that the arena of leadership learning is at best murky because so much is available but so little is known, because too few are observed doing it. Managing can be observed; leading might better be felt.

By reviewing the historical literature of leadership one can see how leadership has been defined and described in many different ways. In the beginning, leadership was something a person had--it could not be easily defined. Eventually, attempts were made to try to define leadership in concrete terms. The result of this has been a myriad of different perspectives related to leadership, with many of these perspectives somewhat unrelated to each other. Through the history of leadership, one can quickly appreciate just how complex the topic of leadership has been. And, as more information becomes available, the complexity continues.
Bennis (1989) states that graduate business schools are criticized most concerning their failure to teach effective leadership skills. He says "One of the problems with standard leadership courses is that they focus exclusively on skills and produce managers rather than leaders, when they produce anything at all" (p.73). He believes that leadership cannot be taught, but it can be learned. He believes that one person cannot tell another person how to become a leader, but only that one can share knowledge about leadership so that the other uses that knowledge to develop a sense of leadership.

Nanus (1989) comments "The education system faces perhaps the greatest challenge [in educating leaders]" (p.195). He further states "Young people must be taught what leadership is, why it is so important, and why they should aspire to become leaders" (p.195). Classrooms should teach real-life leadership experiences through use of speakers, field trips and case studies. In addition, organizations can improve the quality of leadership by creating programs and providing other opportunities for members to develop and practice leadership (Nanus, 1989). In short, as the St. Catherine Credo says, "Leaders aren't born--they're educated."

This author agrees with the idea that leaders aren't taught, but rather educated. There doesn't seem to be a "way" to make another into a leader. One can, however, share information and knowledge about leadership. This shared information and knowledge can be used by people to develop leadership qualities. Leadership is dependent upon how people use their knowledge and information about the topic of leadership. Although many audio and video tapes, and books purport to teach leadership, there may be an irreducible fact that structure and interaction are required to educate
people about leadership, in order to train them to become leaders. In short, maybe the right kind of coursework is better than several "cookbooks."

Chapter 3 of this study will discuss two questionnaires used to gather information about leadership in higher education and business organizations. Included in these questionnaires are certain topics, chosen by this author, based on current leadership literature. The following information focuses on some aspects of these topics, including leadership styles; leadership qualities; leadership in groups; leadership emergence, followership, leadership and gender; and, leadership ethics. This section is not intended to cover all literature related to these topics, but instead give a flavor as to the more current thoughts related to the topics.

Various communication research deal with different styles of leadership. One such study investigates the effect of leader structuring style on group member satisfaction and communication performance (Jurma, 1979). Jurma finds that people with high task orientation are effective no matter if the person is a structuring or nonstructuring leader. People with low task orientation are more effective when working with structuring leaders. The overall conclusion stated that different leader behaviors, such as structured or unstructured, are contingent upon the group's task environment.

A study by Richmond, Wagner, and McCroskey (1983) concludes that supervisors and subordinates share little perception of leadership style. They state that, "... training to modify leadership style is a necessary but not sufficient condition for organizational improvement" (p.35).
Research by Husband (1985) focused on conceptualizing different types of leadership. He categorized four distinct types of leaders including positional leaders, political leaders, administrative leaders, and relational leaders. Husband concludes that leadership patterns do change over periods of time due to the impact of organizational demands, role definitions and external evaluations.

Eblen (1987) states, "... leader behavior can create commitment toward the organization" (p.182). In his study, two leadership styles, initiating structure and consideration, were explored, in addition to leader social skills. Both of these concepts were found to have an effect on organizational commitment, although they may vary from situation to situation.

Blanchard, Zigarmi, and Zigarmi (1985) view leadership style as situational. "He [she] changes his [her] style depending on the person he [she] is working with and on the situation " (p.27). They see situational leadership as something you do with people, not something you do to people. The four basic leadership styles used, dependent upon the situation, are "directing," "coaching," "supporting," and "delegating" (p.31). The "directing" style involves a high level of direction and low level of supportive behavior. The "coaching" style encompasses high direction and high supportive behavior. High supportive and low directive behaviors describe the "supporting" style. "Delegating" style involves low supportive and low directive behavior.

Bennis et al. (1985) provide some insight into leadership style by defining four strategies of leadership. The first strategy, "attention through
vision," focuses on communicating one's thoughts and ideas for an organization (p.27). Strategy two, "meaning through communication," discusses the actual form or communication of the ideas (p.33). "Trust through positioning," the third strategy, explores accountability, predictability and reliability (p.43). Finally, "the deployment of self through positive self-regard," highlights understanding one's strengths and weaknesses as well as those of others (p.55). They go on to discuss the positive act of empowerment—giving power to your followers.

Leadership style is described by different people as encompassing different ideas. No one style should necessarily be considered more important than another, but rather all the styles should be taken into consideration when trying to understand the topic of leadership.

Some recent literature contain many opinions about different leadership qualities. Some of the most common terms used to describe leadership or leaders include empowerment, being proactive, leading by example, listening, personal integrity, self-knowledge, rising above failures, being accountable, and creativity. One of the most common terms in leadership literature is vision.

DePree (1989) believes that momentum comes from a clear vision. Organizations are in trouble "When the pressures of day-to-day operations push aside our concern for vision and risk" (p.99). Holpp and Kelly (1988) believe "Great vision emerges when a powerful mind working long and hard on massive amounts of information is able to see interesting patterns and new possibilities" (p.48). They go on to say "A vision may be as vague as a dream or as precise as a goal or mission statement" (p.48).
Vision comes from values, personal experiences, listening to others' visions, needs and dreams, and the ability to see something that doesn't exist (Holpp et al., 1988). They also state "... a true vision represents a glimpse of what can be—the most desirable state possible" (p.49). Visions do not have to be realistic, but they should be able to be explained clearly. Bennis (1989) states "The first ingredient of leadership is a guiding vision" (p.39). In addition, leaders must have passion, integrity, trust, and curiosity and daring (p.40-41). DePree (1989) summarizes, "The only kind of leadership worth following is based on vision" (p.121).

Another frequently used leadership term is empowerment, and there are many opinions concerning the topics of power and empowerment, and their relation to leadership. Bennis et al. (1985) defines power as "... the basic energy to initiate and sustain action translating intention into reality, the quality without which leaders cannot lead" (p.15). Bellman (1988) states "... power comes from the informal authority they [leaders] develop with their co-workers" (p.45). Heider (1985) believes "Power comes through cooperation, independence through service, and a greater self through selflessness" (p.77). Information is also a type of power, but is useless when not shared with followers (DePree, 1989). In yet another source, leaders are found to have six stages of personal power (Hagberg, 1984). These stages include:

- Leading by force, inspiring fear;
- leading by seduction, inspiring dependency;
- leading by personal persuasion, inspiring a winning attitude;
- leading by modeling integrity, inspiring hope;
- leading by empowering others, inspiring love and service;
- and leading by being wise, inspiring inner peace." (p.157)
People may operate at any one of these levels of power depending upon their needs. It is thought that "leading by being wise and inspiring inner peace" is a desirable stage to achieve (p.157). Negative connotations are sometimes attached to the term "power." A more common term frequently being used in leadership literature, and replacing the term "power," is "empowerment."

Bennis (1989, April) defines empowerment as "... the collective effect of leadership" (p.38). When empowerment is in action, people feel significant, learning and competence matter, people feel part of a community and work becomes exciting. Nanus (1989) states, "Effective leaders empower others by inspiring them, energizing them, and aligning their momentum so that mutually reinforcing activities result" (p.51). Empowerment results from giving followers opportunities (Bennis, 1989). Empowerment also occurs by "enabling others to express their own gifts" (DePree, 1989,p.69). A sign of empowerment is when the best leader's work is done, the people will say they did it themselves.

Other opinions as to what qualities leadership encompasses are varied. Kiser (1990) states that leadership must focus on the heart as well as the head. Heider (1985) believes, "The leader's integrity is not idealistic. It rests on a pragmatic knowledge of how things work" (p.111). DePree (1989) states that leaders must be accountable and give opportunity to share ownership of the group's goals. Leaders need to remember history and actively retell those stories. Listening is also an important part of leadership, especially in relation to followers. Bennis (1989) sees mentors as a vital part of leadership. Many leaders have had mentors or currently are
mentors to other future leaders. Bennis also views failure as an important part of the leadership process. Some failures aren't really failures at all, but rather important learning techniques. He concludes "You make your own life by understanding it" (p.71).

Leadership is commonly associated with groups. This is known by most who have participated in some type of group activity. Either a leader is chosen overtly or a leader emerges covertly. Either way, most are aware that either one or two people seem to be leading the group. The following are some thoughts from current authors relative to groups and leadership.

Leadership styles in groups can take many forms. Some believe that the needs of a group are best met when needs of individual members are met (DePree, 1989). DePree also states leaders should recognize that "... every person brings an offering to a group" (p.57). Because of this, as many people as possible should be included in the group. Heider (1985) has interesting ideas about leadership and groups. He states, "... a good group is better than a spectacular group" (p.17). Leaders should let their followers do good work and take credit for that work. Heider goes on to comment that effective leaders let the group run itself and unfold naturally with as little interference as possible. Leaders should not push or pressure the process, although they should be aware of what is happening within the group. Following the group's lead, being open and attentive, and not imposing one's personal agenda on a group are signs of effective leaders. In addition, Heider believes leaders must remember that there is no one best way to run a group.
Different theories exist regarding the emergence of leaders. One such study by Andrews (1984) examined perceptions of leadership emergence in relation to high or low performance self-esteem. The study finds that performance-self-esteem has an effect on chances of being perceived as group leader. When performance-self-esteem is high, both males and females are equally as likely to be chosen as leader. Therefore, one view of leadership may be that leaders are committed to procedure. Another result of the study is that males and females who think highly of themselves and show positive group behaviors will be recognized and rewarded by other group members.

Another study focused on perceptions of skill and gender as influences on leadership emergence (Bunyi & Andrews, 1985). They found that demonstrating skill or competence influences perceptions of leadership emergence, and that in mixed-gender male-majority groups, males emerge as leaders more often than females. Task competence is found to have more of an effect than gender in predicting leadership emergence.

Another issue associated with leadership is followership. Many sources agree with Amatai Etzioni's idea: "Leadership is 50% followership". Heider (1985) comments "What we call leadership consists mainly of knowing how to follow" (p.131). Bennis (1989) states "... I know you can't lead unless somebody's willing to follow" (p.158). Nanus (1989) believes leadership has more to do with serving others than using them. Blanchard et al. (1985) state "... managers should work for their people and not the reverse" (p.18). DePree (1989) believes leadership should be service, not selfishness; meaning the leader should be servant and follower. DePree also
adds ". . . the leader is the 'servant' of his [her] followers in that he [she] removes the obstacles that prevent them from doing their jobs (p.xix). Greenleaf (1977) coins the term "servant-leaders" believing "The servant-leader is servant first" (p.13). In addition, the institution (or organization) also acts as servant. DePree states facilities, or followers' environments, are an important part of the empowerment process. Empowerment and followership are closely related. When leaders and their organizations act as servants to followers, empowerment can result. Nanus believes that because empowerment is closely tied to people's psychological needs, followers make it work. Kouzes et al. (1987) state followers have expectations of their leaders. Some of the most frequently mentioned characteristics that followers admire are integrity, honesty, competence, forward-looking, inspiring and courageous. When these characteristics are put together, a credible leader emerges in the eyes of the followers.

The notion of gender and its relation to leadership is a current leadership issue. In a 1978 study by Bormann, Pratt, and Putnam, it was found that female dominance and male reaction to that dominance influences organizations. They concluded that three male responses to female leadership include withdrawal from the group, challenging for the leadership position, and remaining active but not challenging the female leader. Fowler and Rosenfeld (1979) have discovered that male and female democratic leaders behave differently. Females have more positive socio-emotional behaviors than males, whereas males are more task-oriented. Male democratic leaders are seen as being forceful, analytical of self and others, and move the group towards achieving their goals. Female
democratic leaders are seen as helpful, affectionate, desirous of unity, and desired stability.

In a 1980 study by Alderton and Jurma, it is found that although males are considered to be more satisfying leaders for group members than females, females could be equally as satisfying leaders. That males are found to be more satisfying leaders is, according to Alderton et al., explained by the socialization process and androgyny hypothesis: males are socialized to become leaders, and situations also lend themselves more to males.

The results of the gender studies show that although a tendency exists for more males to be identified as leaders than females, women can effectively hold leadership positions. Males and females do have different leadership traits, and although these traits affect groups in different ways, both sexes can be successful leaders.

Today's leaders' ethical standards are continuously being challenged. Nanus (1989) states, "There is also loss of trust, for example, when leaders are found engaging in illegal, unethical, self-serving, or dishonest activities" (p.28). He believes that use of information systems helps with ethical compliance and improves the moral climate of the organization. Kouzes et al. (1987) states that when members of an organization share common values, ethical behavior is encouraged.

These different perspectives of leadership give a brief overview as to part of what leadership encompasses. There are many different images of what leadership entails, a few of which were discussed in this chapter (leadership definitions, history, qualities, management, power and empowerment, style, groups, emergence, followership, gender and ethics);
there are obviously many opinions about the types of qualities that constitute leadership. Although it appears that none of these qualities is necessarily more important than another, it is best to remember all the qualities mentioned are meaningful parts for understanding the term leadership.

It seems that reviewing leadership literature is all too often tied with the concept of management. When the reader examines the college and university course listings and descriptions associated with this study it becomes evident that almost every course focuses on historical and/or theoretical aspects of leadership. Maybe this is, if not a major complaint against colleges and universities not being able to teach leadership, certainly a complaint of note.

This review of literature shows that some feel leadership can be taught and learned. Some criticize the ways in which it is being taught in higher education, but it is possible that the survey results of this study will show that many business organizations still feel that higher education has an instructional role in teaching leadership. Chapter 3 describes the methodological approach taken to attempt to gather information regarding leadership education or training being provided to business organizations by institutions of higher education, to better "view" this instructional role.
Chapter 3

METHODOLOGY

The purpose of this study is to examine whether colleges and universities could provide the type of leadership education currently being sought by business and individuals. In order to accomplish this objective, questionnaires were designed and distributed seeking the necessary information.

Selection of the Organization Population

Although leadership education or training is a popular topic in many organizations, those businesses retaining Human Resource, or Training and Development departments are most likely to participate in some type of leadership education or training. Since the employees of these departments would be knowledgeable about the organizations' leadership education or training practices, this study's sample population was drawn from the 1988 Southern Minnesota Chapter of The American Society for Training and Development (ASTD) membership list. All Twin City Metro Area zip codes were compiled, and the zip code 55402 was chosen as it contained a substantial number of businesses to which to mail. The 55402 zip code in the membership list contains forty-nine people involved in the Human
Resource or Training and Development fields in the downtown Minneapolis area. Questionnaires were sent directly to those identified from the ASTD membership list.

*Development of the Organization Questionnaire*

The principle purposes of the organizational leadership survey were to discover how leadership education or training is currently utilized in business organizations and on an individual basis, what topics could be taught in colleges or universities, and how leadership is defined by individuals in the Human Resource or Training and Development fields. The questionnaire consists of seven closed-answer questions, three of which have room for additional answers. Please refer to Appendix A for an example of the organization leadership survey.

The first question inquires as to how frequently members of the business organization are exposed to leadership education or training. Questions two and three focus on the types of resources used by these organizations and individuals for leadership education or training. A list of ten possible resources was provided and respondents were asked to check those which applied. The resources list was chosen through brainstorming sessions and visiting with people familiar with media resources and organizational practices. Question four inquires whether there is financial incentive for participation in leadership education or training. The fifth and sixth questions focus on whether leadership education or training at the college or university level could be beneficial to business organizations, and what topics might be taught. A list of ten general topics commonly associated with leadership was developed. Finally, participants are asked to
rate lists of words commonly used to define leadership. Total time taken to complete the questionnaire is approximately seven minutes.

Selection of the Higher Education Population

This portion of the study was limited to undergraduate departments in the Minnesota State University System and the University of Minnesota-Minneapolis/St. Paul. Undergraduate bulletins were studied, and those courses containing "leadership" or "leader" in either the title and/or the course description were extracted. From that list, only those courses pertaining to the theory and practice of leadership, and inclusive of the fields of business and industry, were utilized. Certain courses tend to focus only on how leadership pertains to their particular discipline, therefore, specialized forms of leadership, such as nursing leadership, military leadership, recreational leadership and political leadership were eliminated from the study. The remaining disciplines surveyed included Speech Communication, Business, Psychology, Humanities, Human Resources, and Industrial Relations. Please refer to Appendix B for complete listings and descriptions of the thirty-three courses surveyed. Questionnaires were sent to Department Chairs, who were then asked to distribute the questionnaire to the instructor best able to respond.

Development of the Higher Education Questionnaire

The main purpose of the university leadership survey was to explore demographics of leadership courses and the types of topics covered. The questionnaire consists of seven closed-answer questions, two allowing for additional answers. Please refer to Appendix C for an example of the education leadership survey form.
The first question weeded out those courses focusing less than ten percent of the class time on leadership, so as to concentrate on those courses devoting considerable time to the study of leadership. The first few questions inquire as to how frequently the course is offered, the course enrollment, and number of course sections offered per year. Question six examines the types of topics taught, with question seven identifying those topics considered most important. A list of eleven general topics common to leadership literature was used for question six. This listing is identical to the list in question six of the business and industry organizational leadership survey, except for the addition of the topic, "gender/minority issues." This topic was inadvertently left out of the business organizational leadership survey; however, this did not prove to be a point of concern as this topic was not ranked highly by those in education. Total time taken to complete the questionnaire is approximately seven minutes.

Collection of the Data

Questionnaires were sent to both business organizations and higher education participants simultaneously. A letter from the thesis advisor was included in both surveys, and a self-addressed, stamped envelope was enclosed for the participants' convenience. Please refer to Appendix D for documentation of cover letters and advisor's letter. Because of the short time required to finish the questionnaire, both parties were asked to complete the questionnaire and return it within three days. Surveys included in this study were returned within twelve days of the original mailing.
Chapter 4

RESULTS

The following chapter will focus on the results of the study. The first section will concentrate on findings of the organization leadership survey, with the second section giving an overview as to the education leadership survey findings. A summary and discussion of the findings appears in Chapter 5.

Organization Leadership Survey

Of the forty-nine business and industry organizations surveys distributed, twenty-one were returned fully completed. Thirteen of the surveys never reached the addressee and were returned to the sender. For complete listings of organization survey results, please refer to Appendix E.

Question 1: Exposure to Leadership Education or Training

Ten of twenty-one participants replied that members of their business organizations were exposed to leadership education or training at least once a year. Two participants answered twice a year, while three participants answered every quarter. One participant replied that their organization members were exposed on a continuing basis, informally as well as through formal training. Other written responses included bi-annual; self-study;
and, exposure as needed, with no specific schedule set up. Others did not have specific requirements but members are exposed at least once a year depending upon employee or management status. One participant replied that very few of their members receive such exposure at anytime.

**Question 2: Resources Used By the Organization**

Of the ten items listed, workshops, seminars and conferences are the primary resource used by twenty of the twenty-one respondents to help educate or train the organization as a whole. The resource used the least was audio materials, with only five of the twenty-one participants marking this category.

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops, seminars, conferences</td>
<td>20</td>
</tr>
<tr>
<td>In-house training programs</td>
<td>15</td>
</tr>
<tr>
<td>Books, pamphlets</td>
<td>11</td>
</tr>
<tr>
<td>College/University courses or workshops</td>
<td>10</td>
</tr>
<tr>
<td>Contracted consultants</td>
<td>10</td>
</tr>
<tr>
<td>Mentoring</td>
<td>9</td>
</tr>
<tr>
<td>Video materials</td>
<td>9</td>
</tr>
<tr>
<td>Slides, Films, Overheads</td>
<td>6</td>
</tr>
<tr>
<td>Training manuals/kits</td>
<td>6</td>
</tr>
<tr>
<td>Audio materials</td>
<td>5</td>
</tr>
</tbody>
</table>

One respondent's organization uses assessment tools as another resource to educate or train the organization as a whole.

**Question 3: Resources Used By Individuals**

Again, workshops, seminars and conferences, with twenty of twenty-one responses, are the most utilized resource used by individuals in the organization to educate themselves about the topic of leadership. Of least use, with only two responses, was contracted consultants.
<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops, seminars, conferences</td>
<td>20</td>
</tr>
<tr>
<td>Books, pamphlets</td>
<td>14</td>
</tr>
<tr>
<td>College/University courses or workshops</td>
<td>13</td>
</tr>
<tr>
<td>In-house training programs</td>
<td>11</td>
</tr>
<tr>
<td>Mentoring</td>
<td>10</td>
</tr>
<tr>
<td>Video materials</td>
<td>6</td>
</tr>
<tr>
<td>Audio materials</td>
<td>5</td>
</tr>
<tr>
<td>Slides, Films, Overheads</td>
<td>4</td>
</tr>
<tr>
<td>Training manuals/Kits</td>
<td>3</td>
</tr>
<tr>
<td>Contracted consultants</td>
<td>2</td>
</tr>
</tbody>
</table>

Other resources mentioned were tuition reimbursement programs and magazine articles.

**Question 4: Financial Incentive for Participating In Leadership Education or Training**

Nineteen of the twenty-one respondents' organizations provide some financial incentive for those participating in leadership education or training. This study did not seek detailed information in regards to financial incentive, although this is a realistic factor which affects organizations and individuals seeking education or training in leadership.

**Question 5: Leadership Education at the College/University Level as Beneficial**

Sixteen of the twenty-one participants agreed that leadership education at the college and university level, preparing prospective employees, would benefit their organization. Two participants disagreed with the statement, while three replied they did not know if leadership education would benefit their organization. One of the participants replied that they didn't know; remarking they did not understand the statement. No one responded strongly agree or strongly disagree to the statement.
Question 6: Leadership Topics To Be Covered In College/University Courses

The difference between leadership and management was chosen by eighteen of the twenty-one participants as a topic to be taught at the college/university level. Other topics thought to be taught by the college/university level were leadership styles, empowerment/power, leadership ethics, and corporate leadership. The topic, history of leadership, received only three responses.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference between leadership/management</td>
<td>18</td>
</tr>
<tr>
<td>Leadership styles</td>
<td>17</td>
</tr>
<tr>
<td>Empowerment/power</td>
<td>13</td>
</tr>
<tr>
<td>Leadership ethics</td>
<td>13</td>
</tr>
<tr>
<td>Corporate leadership</td>
<td>11</td>
</tr>
<tr>
<td>Group leadership</td>
<td>9</td>
</tr>
<tr>
<td>Definitions of leadership</td>
<td>7</td>
</tr>
<tr>
<td>Leadership theories</td>
<td>7</td>
</tr>
<tr>
<td>Followership</td>
<td>5</td>
</tr>
<tr>
<td>History of leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

One other topic, leadership methods, was suggested once as a subject to be taught at the college/university level.

Question 7: Definition of Leadership

Nineteen of twenty-one participants felt the term "strategic planning" is essential to the definition of leadership. The remaining two participants felt the term was related to the definition but not essential. Seventeen participants stated that the terms "visionary/future oriented" and "empowers others" are essential to the definition of leadership. The terms "decision making skills," "guides others," "listens," "ethical" and "accountable" were chosen by fifteen participants as being essential to the definition of leadership. Other terms seen by the participants as essential to
the definition of leadership were "proactive" and "integrity/honest." Terms seen as related to the definition, but not essential, were "problem-solving," "action-oriented," "traits/style," "situational," "generates ideas/creative," "thinking strategies" and "delegates." There were mixed results on how the terms "serves others" and "wise" were related to the definition of leadership. Six participants believed "serves others" was not related at all to the definition; seven participants believed the term was related, but not essential; and, seven participants believed the term was essential to the definition of leadership. Seven participants believed the term "wise" was not related at all to the definition; six participants believed the term was related, but not essential; and, seven participants believed the term was essential to the definition of leadership. Ten participants found "traits/style" to be related but not essential to the definition; four participants found it essential; while another four thought it was not related at all. Ten participants thought the term "followers" was not related at all to the definition of leadership; six participants felt it was related but not essential; and, three thought it was essential to the definition. The remaining terms received varied votes within the three categories, with the majority of responses in the "essential to the definition, or related, but not essential to the definition" categories.

Education Leadership Survey

Question 1: Amount of Course Time Focused on Leadership

Of the thirty-three education leadership surveys distributed, eighteen were returned. Of those eighteen, fourteen responded that more than ten percent of the course time focused on the topic of leadership. The
remaining four surveys, having marked "no" to question one, were asked not to complete the remainder of the questionnaire. A total of fourteen surveys were fully completed. For complete education survey results, please refer to Appendix F.

**Question 2: Frequency of the Course Offerings**

The second question inquired as to the frequency of the course offerings. Five participants offer their respective course once a year, three offer their course twice a year, and four offer their course every quarter. One respondent's course is offered every other year, while yet another's is offered three times a year.

**Question 3: Number of Sections Per Year**

The number of sections of the course offered per year varied from one to twenty. Two participants did not complete this question.

<table>
<thead>
<tr>
<th>Number of Sections</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Question 4: Course Enrollment**

Course enrollment varied from twenty to twenty-nine students, thirty to thirty-nine students, and forty or more students. Five respondents have twenty to twenty-nine students, six have thirty to thirty-nine students, and four have forty or more students per section. One participant said their course size varied from twenty to twenty-nine students and thirty to thirty-nine students, thus answering this question twice.
Question 5: Year Course Was First Offered

Courses focusing class time on the topic of leadership were first offered as early as 1959 and as recent as 1987. Three courses were first offered in 1980. The remaining responses showed courses being offered around the early 1970's and late 1960's.

Question 6: Leadership Topics Covered in the Course

Of the eleven topics listed, all had six or more responses. Twelve of the fourteen participants cover the topics of leadership styles and group leadership in their course. Eleven participants address the topic of leadership theories.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Leadership</td>
<td>12</td>
</tr>
<tr>
<td>Leadership styles</td>
<td>12</td>
</tr>
<tr>
<td>Leadership theories</td>
<td>11</td>
</tr>
<tr>
<td>Definitions of leadership</td>
<td>10</td>
</tr>
<tr>
<td>Empowerment/power</td>
<td>10</td>
</tr>
<tr>
<td>Difference between leadership/management</td>
<td>9</td>
</tr>
<tr>
<td>Gender/Minority issues</td>
<td>7</td>
</tr>
<tr>
<td>History of leadership</td>
<td></td>
</tr>
<tr>
<td>Corporate leadership</td>
<td>6</td>
</tr>
<tr>
<td>Followership</td>
<td>6</td>
</tr>
<tr>
<td>Leadership ethics</td>
<td>6</td>
</tr>
</tbody>
</table>

Written responses of other topics taught in the course included (in no particular order):

- Delegation
- Communication
- Leadership emergence
- Leadership and formal organizational structure
- Communication/listening
- Structural leadership
- Task versus relationship leadership
- Contingency theory
- Succession problems
- Management theory
- Power
- Future of leadership
- Influence
- Leadership vision
- Leadership values
- Facilitation in groups
- Leadership in teams
- Confrontation
Question 7: Important Leadership Topics

Eight of fourteen participants considered leadership styles important to the study of leadership. Six participants found empowerment/power important to the study of leadership. The remaining topics received four or less responses.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership styles</td>
<td>8</td>
</tr>
<tr>
<td>Empowerment/power</td>
<td>6</td>
</tr>
<tr>
<td>Leadership theories</td>
<td>4</td>
</tr>
<tr>
<td>Group leadership</td>
<td>3</td>
</tr>
<tr>
<td>Definitions of leadership</td>
<td>2</td>
</tr>
<tr>
<td>Difference between leadership/management</td>
<td>2</td>
</tr>
<tr>
<td>Followership</td>
<td>2</td>
</tr>
<tr>
<td>Leadership ethics</td>
<td>2</td>
</tr>
<tr>
<td>Gender/Minority issues</td>
<td>1</td>
</tr>
<tr>
<td>History of leadership</td>
<td>1</td>
</tr>
<tr>
<td>Corporate leadership</td>
<td>0</td>
</tr>
</tbody>
</table>

One participant felt all the topics listed were roughly equal in importance, in relation to their particular course. Other written responses of important topics included (in no particular order):

- Vision
- Experiential leadership activities
- Contingency theory, matching leadership styles and task demands
- Theory of leadership emergence
- Leadership roles and role emergence
- Leadership and group culture
- Power
- Leading autonomous work groups
- Delegation
- Communication

Chapter five will provide a summary and discussion of the study and its results.
Summary

The purpose of this study was to examine whether four-year colleges and universities can provide the type of leadership education or training currently being sought by businesses and individuals. Because surveying individual employees was an impossibility, the surveys were sent only to businesses. With sufficient time and resources, an investigation of individual responses would be very useful. This study was accomplished by examining five issues:

1. How do individuals in business organizations define leadership? A clearer understanding of how the corporate world views leadership is a necessary starting point.

2. Where do businesses, and individuals within these organizations, currently acquire leadership education or training?
3. What types of leadership topics, if any, do business organizations believe could be/should be taught in colleges and universities?

4. What type of leadership education or training is presently provided at colleges and universities?

5. Can colleges and universities provide the types of leadership education and training sought by business organizations?

Questionnaires were sent to undergraduate departments in the Minnesota State University System and University of Minnesota--Minneapolis/St. Paul, offering courses in leadership. Inquiries were made as to the demographics of the course, what topics were taught, and what topics were seen as most important. Questionnaires were also sent to members of the Southern Minnesota Chapter of The American Society for Training and Development whose addresses contained the zip code 55402. Inquiries were made as to the types of resources used by the organizations and individuals to gain leadership education or training, what types of topics were suggested to be taught by higher education, and how leadership is defined by members of those organizations.

Discussion

The types of resources used by individuals and organizations to educate themselves about leadership are similar. Both individuals and organizations rely heavily on workshops, seminars and conferences, in-house training programs, books and pamphlets, and college/university courses or workshops. Individuals depend more on mentoring, whereas
organizations use contracted consultants for leadership education or training. The majority of participants replied that their organizations provide some type of financial incentive for those participating in leadership education or training. With this knowledge, it can be seen that organizations are spending both money and time educating their employees about the topic of leadership.

The way in which members of organizations define leadership varies. Where one participant may see being "wise" as a term essential to the definition of leadership, another participant may believe the term is not related at all to the definition. The terms seen as essential to the definition by many of the participants included "strategic planning," "empowers others," "visionary/future oriented," "accountable," "decision making skills," "ethical," "guides others," and "listens." The term "empowers others" seems to coincide with the organization's beliefs that the topic of empowerment should be taught at the higher education level. The term "visionary/future oriented," receiving many responses from the organizations surveyed, seems to agree with current literature, in that "vision" is a popular current term people use when defining leadership. The majority of participants felt most of the terms were essential to the definition of leadership; or related, but not essential. Because these are terms commonly seen in current leadership literature, the author concluded that how members of the organizations surveyed define leadership is very consistent with how other organizations view leadership (as was found in the review of literature).
A need for leadership education in business organizations has been shown both through the literature review and the organizational leadership survey. All of the organization participants surveyed replied that members of their organizations participate in leadership education or training at some time, with the greater part of them participating at least once a year. The majority of organizational participants also agreed that leadership education or training at the college and university level, preparing prospective employees, would benefit their organization.

The types of topics sought by these organizations varied, but the difference between leadership and management, and leadership styles was clearly favored by a majority of the participants surveyed. It is interesting to note a majority of participants did not see the term "traits/style" as related to the definition of leadership, however, it is seen as an important topic to be taught, by higher education. Other topics appearing useful to organizations included empowerment/power, leadership ethics, and corporate leadership. Of least concern to be taught at the college and university level was the history of leadership. Although "gender/minority issues" was inadvertently left off the organization topic list, not one participant suggested it as a topic they thought should be taught at the university level.

Leadership courses in higher education are few and not frequently taught. When courses are available, class size is predominantly large with at least twenty students per course section. The topics considered of most importance to the instructors of these classes were multifold--no one topic rose above the others. Each course also seemed to teach a variety of topics pertaining to leadership issues. Leadership styles and group leadership were
considered most important, with leadership theories, definitions of leadership and empowerment/power frequently mentioned. From these results one can see some leadership courses are available and are addressing a variety of topics related to leadership issues.

Varied results occur when comparing the types of leadership topics actually being taught in higher education and the types of leadership topics sought by those in business organizations. Both higher education and business organizations believe that leadership style and empowerment/power are important issues in leadership. It appears that while organizations would like to see information on the difference between leadership and management, and leadership ethics, higher education is instead providing knowledge about leadership theories and definitions. Neither higher education nor organizations found the history of leadership or followership to be important topics in comparison to the other topics listed.

Recommendations

This study has shown that some business organizations are critical of higher education, claiming they do not adequately teach leadership and/or management skills to their students. Even so, these same businesses continue to seek leadership education or training from colleges and universities, along with a host of other locations such as bookstores, libraries, etc. However, even though these businesses are critical of higher education teaching leadership, there are many (possibly even some who also criticize), who believe that colleges and universities should, and could, provide effective and efficient leadership education or training.
Those businesses believing higher education could provide leadership education or training should be encouraged to approach area colleges and universities and communicate their wants and needs. For example, a business believing a course in management versus leadership would be helpful for their corporation should inform their local university. Employees could either attend classes at the college or university, or perhaps the course could be brought to the business site itself. It would be hoped that business organizations would provide some type of financial incentive for employees participating in these college or university courses.

As mentioned previously in this study, higher education may need to alter some teaching methods in order to effectively teach leadership. Colleges and universities should be open to the suggestions of business organizations. One area that higher education might consider focusing on more would be leadership and management, as this appears to be an important concern of business organizations. It was not the intent of this study to provide alternative course curriculum for teaching leadership; however, this is an idea due consideration. Other areas colleges and universities should consider would be availability of courses, and class size. It may be advisable to offer leadership courses more frequently, and decrease class size to facilitate "hands-on" learning.

Also, it would be helpful to survey individuals working in business organizations to gain information on where they gain leadership education or training. A larger survey of businesses and higher education institutions, similar to this study, would be helpful in gaining statistical information. Another business area recommended for future research would focus on
leadership and management. It would be helpful to find how business organizations distinguish between leadership and management, and how businesses would like this topic taught by higher education.

It can be seen there is a need for leadership education or training in organizations, and that organizations are spending a lot of money on many different types of resources to meet these needs. It has also been shown that organizations believe leadership education at the higher education level would be beneficial in preparing prospective employees, even though some of these organizations criticize the instructional practices of the past. The different types of leadership topics sought by organizations has been explored, in addition to how leadership is defined by members of organizations. In higher education, leadership courses are available and cover a variety of topics related to leadership. Their emphasis on certain topics is similar to those sought by organizations; however, the difference between leadership and management is one topic that should be emphasized more by those in higher education. Higher education is meeting some of the needs of organizations, but could do more to prepare today's leaders for tomorrow's organizations. What this "more" is, is a thought that could provide direction for an additional study on the topic of leadership.
REFERENCES


APPENDIX A

ORGANIZATION LEADERSHIP QUESTIONNAIRE
Leadership Survey

- Based on your knowledge, to what extent have members of your organization been exposed to leadership education or training? (Circle one)
  - Once a year
  - Twice a year
  - Every quarter
  - Other ____________________________

- What resources does your organization utilize in leadership training and education? (Check those which apply)
  - Workshops, seminars, conferences
  - Audio materials
  - Training manuals/kits
  - College/University courses or workshops
  - Mentoring
  - Books, pamphlets
  - Video materials
  - Contracted consultants
  - In-house training programs
  - Slides, Films, Overheads
  - Other ____________________________

- What resources do individuals in your organization utilize to educate themselves about leadership? (Check those which apply)
  - Workshops, seminars, conferences
  - Audio materials
  - Training manuals/kits
  - College/University courses or workshops
  - Mentoring
  - Books, pamphlets
  - Video materials
  - Contracted consultants
  - In-house training programs
  - Slides, Films, Overheads
  - Other ____________________________

- Does your organization provide any financial incentive for those participating in leadership training/education? (i.e. stipends, reimbursements for courses,...) (Check one)
  - Yes ______
  - No ______

- Leadership education at the college and university level, preparing prospective employees, would benefit our organization. (Circle one)
  - Strongly Agree
  - Agree
  - Don't Know
  - Disagree
  - Strongly Disagree

- What types of leadership topics do you suggest be taught at the college/university level? (Check those which apply)
  - History of leadership
  - Leadership theories
  - Difference between leadership/management
  - Followership
  - Definitions of leadership
  - Please list other topics not included above:

- Below are terms commonly used to define leadership. Place an A by those essential to the definition; a B by those related to the definition, but not essential; and a C by those not related at all to the definition.
  - visionary/future oriented
  - decision making skills
  - action-oriented
  - serves others
  - traits/style

  - goal setting
  - strategic planning
  - situational
  - guides others
  - listens

  - generates ideas/creative
  - thinking strategies
  - followers
  - self-knowledge
  - integrity/honesty

  - delegates
  - ethical
  - persuasive
  - accountable
  - engages others

  - wise

Thank you for your time and information. Please return this questionnaire in the enclosed self-addressed, stamped envelope in three days to Sara A. Grachek, 1212 Wash. Mem. Dr. #131, St. Cloud, MN 56301. All responses will be guaranteed complete anonymity.
APPENDIX B

COURSE DESCRIPTIONS
Business Administration: Small Business Management II
Operation of the small business; management and leadership, sales and merchandising, financial management and control.

Business Education and Office Systems Administration: Business Organization for Office Systems
A study of business structure and function related to the planning, controlling, organizing and leadership activities of the office systems manager.

Business Education and Office Systems Administration: Interpersonal Business Relations
Reorganizing, confronting and coping with interpersonal problems specific to the business/office environment. Focus is on strategies for managing productive work relationships. Includes leadership styles, power and authority, listening and feedback skills, effective discipline, conflict resolution, relating to minority groups, and international business relationships.

Business Education and Office Systems Administration: Office Systems Personnel Management
Principles of office management for providing administrative support services in organizations. Office administration policies and procedures applied to such areas as leadership dynamics, employee motivation, team building, office personnel problems, performance appraisal, delegation, and administrative systems analysis. Emphasis on the effective management of administrative support personnel and personnel policies.

Business Education and Office Systems Administration: Women and Men in Business
Study of the stereotypical values, attitudes, and beliefs affecting managerial decisions and how organizations use human resources. Focuses on an examination of research findings on the employment characteristics of men and women, role options, new work patterns, male-female employment trends, sex-based conflicts, androgynous leadership styles, and discriminatory employment practices. Strategies for equality of opportunity.
Communication and Theatre Arts: Discussion and Small Group Dynamics
Use of discussion, participation and leadership to study interaction patterns and networks while gaining practical and theoretical perspectives upon small group theory.

Counseling and Student Personnel: Group Procedures
Characteristics, roles and actions of members and leaders of groups. Survey of selected factors and techniques.

Honors: Influence, Power, and Values
Introduction to influence and power in relation to considerations of human values. Leadership study in disciplines such as history, literature, management, philosophy, political science, psychology, sociology, and women's studies summarized through historical and biographical case studies or organizations and individuals. Questions of human values, reciprocal roles, and interdependencies between leadership and followership will be studied.

Humanities and Vocations: Leadership and Management Ethics
This course focuses on the ethical issues faced by leaders and managers in business, government and nonprofit organizations. Students explore the range of ethical issues, factors that help or hinder ethical behavior, and the principles and processes involved in making ethical decisions in general. The course relies heavily on hypothetical and actual case studies.

Humanities and Women's Perspectives: Leadership: Concepts and Issues
Examining leadership from a variety of perspectives, this course includes the study of values and ethics, definitions of power and authority, desired characteristics of a leader and decision-making models. Special emphasis is given to women's issues and perspectives, and to meeting the individual needs of students, both men and women.

Human Resource Development: Leadership Development in the Work Environment
This course examines various leadership theories and styles. Students identify their personal styles and develop action plans designed to strengthen those styles in the work place. Various assessment instruments are used to help understand the roles and
functions of leadership in the work environment and how those roles and functions relate to organizational strategies, policies and structures.

**Industrial Relations: The Individual and the Organization**
An introduction to the human side of organizations, focusing on workers and how they enter and succeed in the work setting. Theories and techniques of employment interviewing; training needs analysis; career planning; management development; turnover, outplacement, and retirement; understanding leadership roles and styles; work motivation; organization culture and job design, and planning for change.

**Labor Studies: Women and the Labor Movement**
This course explores the issues and dynamics of women's participation in the labor movement. The course combines an assessment of the current status of women in the labor movement with an analysis of major issues affecting women workers. Topics include the historic role of women in the American labor movement, barriers to involvement, emerging approaches to women's leadership, child care and comparable worth, sexual harassment, women in the global economy, high tech and the women worker, and organizing women workers.

**Management: Fundamentals of Management**
Leadership and management functions such as those required to establish goals, policies, procedures, and plans. Motivation, planning and control systems, and concepts of organizational structure and behavior.

**Management: Management Theory Seminar**
This competence-generating seminar is open to students with experience in the managerial field; for example, students who have practical experience in management and leadership positions in industry, government, service, non-profit, self-owned sectors but lack formal training, theoretical foundations and analysis. This seminar provides students an opportunity to apply their practical experience with management and leadership principles, and practices.
Management and Finance: Management Theory and Organization Behavior
Management functions; decision making; leadership, motivation and control in organizations; managing organization groups; corporate culture.

Management and Industrial Relations: Principles of Management
Basic management concepts and principles, their historical development, and their application to modern organizations, including managerial planning, organizing, leading, decision making and control within a changing environment. Includes an introduction to the topics of social responsibility and business ethics, and to the theories of organizational structure and behavior.

Management and Marketing: Organization and Leadership Dynamics
Examination of different types of leadership skills used to resolve organizational problems and to achieve the goals of the organization. The behavioral sciences are stressed, with emphasis on leadership and motivation theories.

Psychology: Group Dynamics
A survey of factors influencing behavior in small groups. Included are topics such as leadership, social power, and group structures.

Psychology: Group Dynamics and Facilitation
In this course students learn to identify different interpersonal communication styles, process group interaction and establish the value of different leadership styles. Other topics include group development, giving and receiving feedback, and group conflict. Learning strategies involve small-group problem solving, role playing and simulations. Evaluation is based in part on personal journals and relating class theory and experience to everyday life.

Psychology: Management Psychology
Managerial behavior, problems, effects in planning, problem-solving, decision-making, systems in organizational environments.

Psychology: Organizational Psychology
Organizational socialization, organizational decision-making, organization-individual interaction, dynamics of motivation in organization formal versus information structures, leadership and the utilization of power and authority, communication,
organizational change, and the evaluation of organizational effectiveness.

Psychology: Psychology in Business and Industry
Personnel selection techniques, performance rating procedures, training, work group dynamics, supervisory leadership, employee motivation, human factors engineering, fatigue, safety, and physical working conditions.

Psychology: Psychology of Groups
Exploring factors influencing leadership and effective group processes through discussion of research and directed small group exercises.

Psychology: Psychology of Individual Behavior in Organizations
Psychological research and methodology applied to the study of human behavior in on-going organizations. Models of motivation, measurement of work-related beliefs and attitudes, interpersonal relations, effects of group processes on problem solving and decision making, organizational socialization, leadership, supervision, organizational structure and climate.

Personnel Management: Personnel and Industrial Psychology
The focus of this course is on applications of scientific psychology to business and industrial settings. Topics include psychology as a science and professional practice issues; employee selection, psychological testing, performance appraisal, and training and development; leadership in organizations; motivation, job satisfaction and job involvement; the organization of the organization; conditions of work, engineering psychology, employee safety and health, and stress at work; and consumer psychology.

Speech Communication: Authority and Power in Task-Oriented Communication
Authority and power in task-oriented groups. Tavis-tock-type small group, intergroup, and large group laboratory experiences. Verbal and nonverbal processes in and among groups that affect leadership and followership.

Speech Communication: Communication and Modern Leadership
Awareness of modern leadership by utilizing rhetorical and communication theory to analyze and interpret the meaning of
leadership in groups and modern organizations-business, industry, and government.

Speech Communication: Communication in Work Groups
This course covers theory and practice of communication in small task-oriented groups. Communication topics include team and project management, research and documentation systems, agenda building, formats and procedures for running meetings, model of groups problem solving and decision making, leadership, building cohesiveness, resolving conflict and social climate issues including negotiating roles, communication norms, and transmitting group culture. Students learn to interact productively in small task groups as members and leaders. Numerous group activities, assignments and laboratory work require and extended class time.

Speech Communication: Leadership Communication
Interdisciplinary study of theory and practice of leadership. Theoretical approaches to management. Interpersonal communication skills in leadership practice; persuasion and cross-value communication in effective leadership. Experience in task-oriented small group communication.

Speech Communication: Small Group Communication Theory
Theories of communication within the small, task-oriented group. Group cohesiveness, leadership, role structure, information processing, decision making.

Speech Communication-Theatre Arts: Small Group Communication
Active participation in discussion. Group dynamics and leadership functions as they relate to problem solving.

Speech Communication-Theatre Arts: Organizational Communication
A study of the process of communication within the organization, including problem solving, conflict management strategies, supervisor-subordinate relationships, communication networks, leadership, interpersonal interaction and non-verbal communication.
APPENDIX C

EDUCATION LEADERSHIP QUESTIONNAIRE
Leadership Survey

Course #/Course Title __________________________________________________________

Course Instructor(s) __________________________________________________________

☐ Is more than 10% of the course time focused on the topic of leadership? (Check one)

☐ Yes ☐ No

(If your answer to the question above was 'no,' do not respond to the remaining questions. Please return survey in the self-addressed, stamped envelope. Thank you.)

☐ How frequently is this course offered? (Circle one)

Once a year ☐ Twice a year ☐ Every quarter ☐ Other __________

☐ How many sections of this course are offered per year? __________

☐ How large is the course enrollment? (Check one)

☐ under 10 students ☐ 10-19 students ☐ 20-29 students ☐ 30-39 students ☐ 40+ students

☐ In what year was this course first offered? __________

☐ In relation to the area of leadership, which of the following topics are covered in the course? (Check those which apply)

☐ History of leadership ☐ Leadership theories ☐ Difference between leadership/management ☐ Followership ☐ Definitions of leadership ☐ Gender/Minority issues

☐ Empowerment/power ☐ Leadership styles ☐ Corporate leadership ☐ Group leadership ☐ Leadership ethics

Please list other topics not included above:

__________________________________________________________________________

__________________________________________________________________________

☐ Of the above listed topics, identify the three topics you consider most important to the study of leadership.

• __________________________________________

• __________________________________________

• __________________________________________

Thank you for your time and information. Please return this questionnaire in the enclosed self-addressed, stamped envelope in three days to: Sara A. Grachek, 1212 Wash. Mem. Dr. #131, St. Cloud, MN 56301. All responses will be guaranteed complete anonymity.
APPENDIX D

COVER LETTERS, ADVISOR'S LETTER
5 April 1990

Joe Z. Smith  
Director of Human Resources  
Lakeland Co., Inc.  
246 Little Birch Road  
Lakeland, MN 55555

Dear Mr. Smith:

Enclosed is a survey that will require 5 minutes to complete. Your response to this survey will be greatly appreciated and will contribute to a study which I am conducting for a Master's Thesis at St. Cloud State University.

This study seeks to determine the perceptions of leadership training and education by persons in business and industry, and higher education. Responses to the survey will be kept confidential and only be reported in aggregate form. Surveys are coded only for verifying those respondents returning the questionnaire. A self-addressed, stamped envelope is enclosed for your convenience. If possible, please return the completed survey in three days. Thank you for your time and assistance.

Sincerely,

Sara A. Grachek  
1212 Wash. Mem. Dr. #131  
St. Cloud, MN 56301

Enclosures
5 April 1990

Jane A. Smith
Department Chair
Department
Crosby Hall, Room 246
University of the Lakes
Lakeland, MN  55555

Dear Ms. Smith:

Enclosed is a survey relevant to Course 455: Fundamentals of Communication. Your cooperation is requested in forwarding the enclosed materials to the person best able to respond regarding the course listed above.

This survey will require 5 to 8 minutes to complete. Your response to this survey will be greatly appreciated and will contribute to a study which I am conducting for a Master's Thesis at St. Cloud State University.

This study seeks to determine the perceptions of leadership training and education by persons in business and industry, and higher education. Responses to the survey will be kept confidential and only be reported in aggregate form. Surveys are coded only for verifying those respondents returning the questionnaire. A self-addressed, stamped envelope is enclosed for your convenience. If possible, please return the completed survey in three days. Thank you for your time and assistance.

Sincerely,

Sara A. Grachek
1212 Wash. Mem. Dr. #131
St. Cloud, MN  56301

Enclosures
April 2, 1990

To Whom It May Concern:

Sara Grachek is a Masters Degree Candidate in the Center for Information Media at St. Cloud State University. She is concluding her graduate program with a research study involving both Higher Education and Business and Industry. You are included in her study.

It would be greatly appreciated if you could complete her questionnaire and return it to her as quickly as possible.

As her Thesis Advisor I commend this research study to you and thank you for your support.

Fred E. Hill, Ed.D.
Associate Professor
Instructional Systems Technology
St. Cloud State University
CH305
St. Cloud, MN 56301
APPENDIX E

ORGANIZATION LEADERSHIP QUESTIONNAIRE RESULTS
Organization Leadership Survey

Question 1

Based on your knowledge, to what extent have members of your organization been exposed to leadership education or training? (Circle one)

- Once a year
- Twice a year
- Every quarter
- Other

Exposure | Number of Responses
--- | ---
Once a year | 10
Twice a year | 2
Every quarter | 3
Other | 6

Total | 21

Other Responses:

- Most professional staff are exposed on a continuing basis informally as well as through formal training
- Bi-annual
- As needed. No specific schedule
- Self-study
- We don't have specific requirements. At least once a year but varies with employees and managers
- Very few of our people receive such training at anytime
Organization Leadership Survey

Question 2

☐ What resources does your organization utilize in leadership training and education?
(Check those which apply)

- Workshops, seminars, conferences
- Audio materials
- Training manuals/Kits
- College/University courses or workshops
- In-house training programs

Other:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops, seminars, conferences</td>
<td>20</td>
</tr>
<tr>
<td>In-house training programs</td>
<td>15</td>
</tr>
<tr>
<td>Books, pamphlets</td>
<td>11</td>
</tr>
<tr>
<td>College/University courses or workshops</td>
<td>10</td>
</tr>
<tr>
<td>Contracted consultants</td>
<td>10</td>
</tr>
<tr>
<td>Mentoring</td>
<td>9</td>
</tr>
<tr>
<td>Video materials</td>
<td>9</td>
</tr>
<tr>
<td>Slides, Films, Overheads</td>
<td>6</td>
</tr>
<tr>
<td>Training manuals/Kits</td>
<td>6</td>
</tr>
<tr>
<td>Audio materials</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>

Other Responses:
- Assessment tools
Organization Leadership Survey

Question 3

What resources do *individuals* in your organization utilize to educate themselves about leadership? (Check those which apply)

- Workshops, seminars, conferences
- Audio materials
- Training manuals/Kits
- College/University courses or workshops
- In-House training programs
- Books, pamphlets
- Video materials
- Contracted consultants
- Mentoring
- Slides, Films, Overheads
- Other:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops, seminars, conferences</td>
<td>20</td>
</tr>
<tr>
<td>Books, pamphlets</td>
<td>14</td>
</tr>
<tr>
<td>College/University courses or workshops</td>
<td>13</td>
</tr>
<tr>
<td>In-house training programs</td>
<td>11</td>
</tr>
<tr>
<td>Mentoring</td>
<td>10</td>
</tr>
<tr>
<td>Video materials</td>
<td>6</td>
</tr>
<tr>
<td>Audio materials</td>
<td>5</td>
</tr>
<tr>
<td>Slides, Films, Overheads</td>
<td>4</td>
</tr>
<tr>
<td>Training manuals/Kits</td>
<td>3</td>
</tr>
<tr>
<td>Contracted consultants</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

Other Responses:
- Tuition reimbursement program
- Magazine articles
Organization Leadership Survey

Question 4

☐ Does your organization provide any financial incentive for those participating in leadership training/education? (i.e. stipends, reimbursements for courses, . . . ) (Check one)

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>
Organization Leadership Survey

Question 5

Leadership education at the college and university level, preparing prospective employees, would benefit our organization. (Circle one)

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
</tr>
<tr>
<td>Don't Know</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
</tbody>
</table>

Total 21
Organization Leadership Survey

Question 6

☐ What types of leadership topics do you suggest be taught at the college/university level? (Check those which apply)

- History of leadership
- Leadership theories
- Corporate leadership
- Followership
- Definitions of leadership
- Difference between leadership/management

Please list other topics not included above:

Topic | Number of Responses
--- | ---
Difference between leadership/management | 18
Leadership styles | 17
Empowerment/power | 13
Leadership ethics | 13
Corporate leadership | 11
Group leadership | 9
Definitions of leadership | 7
Leadership theories | 7
Followership | 5
History of leadership | 3
Other | 1

Other Responses:
  - Leadership methods
Organization Leadership Survey

Question 7

Below are terms commonly used to define leadership. Place an A by those essential to the definition; a B by those related to the definition, but not essential; and a C by those not related at all to the definition.

<table>
<thead>
<tr>
<th>Terms</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
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<td>19</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Empowers others</td>
<td>17</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Visionary/future oriented</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Accountable</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Decision making skills</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ethical</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Guides others</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Listens</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Integrity/honesty</td>
<td>13</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Proactive</td>
<td>13</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Goal setting</td>
<td>12</td>
<td>8</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Persuasive</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Engages others</td>
<td>11</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Self-knowledge</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Delegates</td>
<td>9</td>
<td>11</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Problem solving</td>
<td>9</td>
<td>11</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Action-oriented</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Situational</td>
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<td>12</td>
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<tr>
<td>Thinking strategies</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Generates ideas/creative</td>
<td>7</td>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Serves others</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Wise</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Traits/style</td>
<td>4</td>
<td>10</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Followers</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>2</td>
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</table>
APPENDIX F

EDUCATION LEADERSHIP QUESTIONNAIRE RESULTS
Education Leadership Survey

Question 1

☐ Is more than 10% of the course time focused on the topic of leadership?  
   (Check one)

_____ Yes

_____ No

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>No</td>
<td>4</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>
Education Leadership Survey

Question 2

☐ How frequently is this course offered? (Circle one)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
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<td>Once a year</td>
<td>5</td>
</tr>
<tr>
<td>Twice a year</td>
<td>3</td>
</tr>
<tr>
<td>Every quarter</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

Other Responses:
- Every other year
- Three times a year
Education Leadership Survey

Question 3

☐ How many sections of this course are offered per year? ____________

<table>
<thead>
<tr>
<th>Number of Sections</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
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<td>2</td>
<td>3</td>
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<td>1</td>
<td>3</td>
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<tr>
<td>no response</td>
<td>2</td>
</tr>
</tbody>
</table>

*total* 14
Education Leadership Survey

Question 4

☐ How large is the course enrollment? (Check one)

- under 10 students
- 10-19 students
- 20-29 students
- 30-39 students
- 40+ students

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
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<td>under 10</td>
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<td>10-19</td>
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<td>6</td>
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</table>

*total* | 15*

*note: one participant checked two answers as their class size varies*
In what year was this course first offered? _______________

**Responses:**
- 1959
- 1968
- 1970?
- about 1970
- Don't know exactly. Probably early 1970's
- 197?
- 1971
- 1972
- About 20+ years ago
- 1980
- 1980
- 1980
- 1987

One participant did not answer

**Question misunderstood:**
- Third year juniors
In relation to the area of leadership, which of the following topics are covered in the course? (Check those which apply)

- History of leadership
- Leadership theories
- Gender/Minority issues
- Followership
- Definitions of leadership
- Difference between leadership/management
- Empowerment/power
- Leadership styles
- Corporate leadership
- Group leadership
- Leadership ethics

*Please list other topics not included above:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group leadership</td>
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<td>Gender/Minority issues</td>
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<td>History of leadership</td>
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<td>Corporate leadership</td>
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<tr>
<td>Followership</td>
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<tr>
<td>Leadership ethics</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
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</tbody>
</table>

Other Responses:
- Delegation
- Communication
- Leadership emergence
- Leadership and formal organizational structure
- Power
- Structural leadership
- Task versus relationship leadership
- Contingency theory
- Succession problems
- Career patterns
- Individual and organizational development
- Relationship between language, rhetoric, communication and leadership

- Management theory
- Communication/listening
- Future of leadership
- Influence
- Leadership vision
- Leadership values
- Facilitation in groups
- Leadership in teams
- Confrontation
- Group ethics
- Influence
Education Leadership Survey

Question 7

☐ Of the above listed topics, identify the three topics you consider most important to the study of leadership.

- 
- 
- 

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Responses</th>
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<tr>
<td>Leadership styles</td>
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<td>Empowerment/power</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

Other Responses:
- Vision
- Experiential leadership activities
- Contingency theory—matches leadership styles and task demands
- Theory of leadership emergence
- Leadership role and role emergence
- Leadership and group culture (shared group fantasies)
- Power
- Leading autonomous work groups
- Delegation
- Communication