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A STUDY OF THE DEVELOPMENT OF SELECTED LEADERSHIP BEHAVIORS IN VOCATIONAL EPDA PROGRAMS

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee

Coby Ann Bunch

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ABSTRACT

The main purpose of this study was to provide some partial assessment information regarding the effectiveness of the Vocational Education EPDA doctoral programs in developing leadership capable of bringing about reform and giving direction to the field of vocational education. A questionnaire technique was used with the department chairpersons at the 18 institutions having EPDA doctoral programs in vocational education and the 287 individuals who received EPDA doctoral fellowship awards between 1970 and 1972. Two hundred and fifty-six students (89 percent) and 18 department chairpersons (100 percent) responded to the questionnaire.

The major objectives of the study were to (1) assess EPDA graduate students' and department chairpersons' perceptions regarding the importance of selected leadership behaviors and the opportunities for developing those behaviors during the doctoral programs and (2) to assess the EPDA fellows' perceptions regarding their growth in the selected leadership skills as a result of their doctoral programs.

Specifically the study attempted to answer the following questions:

1. Did students and department chairpersons share similar views about the importance of the selected leadership behaviors?
2. Did students perceive themselves as increasing their leadership skills while in the programs?

3. To what extent did vocational education departments provide experiences and promote growth in the selected leadership behaviors?
4. What experiences did department chairpersons identify in the EPDA doctoral programs at their respective institutions that foster student growth in the leadership competencies identified for this study?
5. What experiences did students perceive that they had had during their doctoral programs at their respective institutions that actually contributed to their perceived growth in the selected leadership competencies?

From the literature on change, leadership and organizational development the following leadership behaviors were identified as being essential to a leader functioning as a change agent:

1. Confronting and managing conflict.
2. Sharing decision making responsibilities with others.
3. Developing a group into a team to focus on solving problems.
4. Understanding yourself.
5. Being sensitive to value systems different to your own.
6. Seeing how things appear from another person's point of view.
7. Adapting to change and innovation.
8. Being able to identify a number of alternatives as solutions to a problem.
9. Being able to foresee the consequences of various alternative solutions to a problem.

The study showed that department chairpersons and students overwhelmingly agree that the functional leadership skills identified for this study are important skills to be developed by people in vocational education leadership positions.

Moreover, a large majority of students believe that they made extensive or some growth in the nine functional leadership skills. Thus the EPDA doctoral programs appear to be doing a good job in promoting growth in this group of selected leadership behaviors. However, a noteable number of students perceived little or no growth or felt uncertain about increasing their competency in the selected behaviors.

The strengths of the EPDA doctoral programs appear to be found in promoting growth in those behaviors which are predominately cognitive and structure oriented in nature, for example, (1) Adapting to change and innovation and (2) Identifying alternatives and consequences. The EPDA programs appear to be somewhat less successful in promoting growth in those skills which are more strongly human relations oriented, for example, (1) Confronting and managing conflict and (2) Understanding yourself.

Experiences provided through vocational education Courses, Professors and Internships appear to be doing a particularly good job in providing for student growth in the following areas: (1) Adapting to change and innovation, (2) Foreseeing consequences, (3) Developing teams, and (4) Sharing decision making responsibilities with others.

Diverse experiences and activities are contributing to students' growth in the leadership skills; however, (1) Courses and Seminars and

(2) Internships and Field Experiences were seen as contributing most to the development of the selected behaviors.

Department chairpersons perceive a greater number of opportunities to be available for developing the leadership skills than were perceived by students as actually contributing to their growth in the behaviors.

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CHAPTER I

BACKGROUND TO THE STUDY

I. INTRODUCTION

Four out of every five youths in the high schools and community colleges in the United States need some type of specialized education to help make the transition from school to job (Marland, 1971). Through the Vocational Education Act of 1963 (Public Law 88-210) and subsequent federal acts relating to vocational education (P.L. 90-576; P.L. 92-318), monies are provided to improve programs and services and to develop new programs to help these young people.

Considerable evidence suggests that skills necessary to identify needs and to effectively use the physical and human resources of the school and community are necessary in order to develop viable vocational education programs. Where such leadership is provided, other essential components of effective programs generally follow (Wenrich, 1967).

II. STATEMENT OF THE PROBLEM

One of the objectives of the EPDA Vocational Education Personnel Program is to improve the quality of leadership capable of bringing about reform and giving direction to vocational education (National Advisory Council, 1973). To this end 216 EPDA grants were awarded for advanced graduate study during the first two years of its operation and additional awards have been given each succeeding year. However, thus

far no assessment has been made of the EPDA programs' effectiveness in developing such leadership. This study was undertaken in an attempt to provide some partial assessment information.

III. PURPOSE OF THE STUDY

One of the classic ways to look at leadership is the structure-consideration dimensions. Initiating structure refers to the leader's behavior in delineating the relationship between himself and members of the work-group. It also includes endeavoring to establish well-defined patterns of organization and viable channels of communication. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff. This study, then, deals with the perceived importance of and the perceived development of these two major dimensions of leadership in EPDA vocational education doctoral students.

This study had two major purposes. First, it assessed the perceptions of EPDA graduate students and department chairpersons regarding the importance of selected leadership behaviors and the opportunities for developing those behaviors as a result of the EPDA doctoral programs in vocational education. Second, it assessed the perceptions of EPDA fellows regarding their growth in the selected skills as a result of their doctoral programs.

IV. QUESTIONS TO BE ANSWERED BASIC TO THE STUDY

The study attempted to answer the following questions:

1. Did students and department chairpersons share similar views about the importance of the selected leadership behaviors?
2. Did students perceive themselves as increasing their leadership skills while in the program?
3. To what extent did vocational education departments provide experiences and promote growth in the selected leadership behaviors?
4. What experiences did department chairpersons identify in the EPDA doctoral programs at their respective institutions that foster student growth in the leadership competencies identified for this study?
5. What experiences did students perceive that they had during their doctoral programs at their respective institutions that actually contributed to their perceived growth in the selected leadership competencies?

V. RATIONALE FOR THE STUDY

The decade of the 1960's was characterized by an accelerated change in our way of life. So pervasive and drastic was this change that few social institutions were left untouched. The 1960's saw an increased awareness and concern for some compelling problems that were mainly socioeconomic in nature. Poverty, cultural deprivation, and their accompanying social problems faced millions of people in the United States. High unemployment existed in the face of a critical shortage of workers qualified for the kinds of work available. The youth

unemployment rate, three times as high as the adult unemployment rate, was the highest in the world among industrialized nations (Evans, 1971).

Many people believed that a large portion of the nation's ills centered around the preparation or lack of preparation of individuals for employment. Questions were raised about the efficiency of an educational system that prepared far too many young people for unemployment. Thus 1963 saw the passage of the most significant vocational education legislation since 1917. It appeared from the passage of the Vocational Education Act of 1963 that society was looking to vocational education to solve much of what ailed it.

The 1968 report of the National Advisory Council on Vocational Education entitled Vocational Education--The Bridge Between Man and His World states:

> Prior to the Vocational Education Act of 1963, leadership activities had received only token attention nationwide. It was left to the old theory that "the cream will rise to the top," to supply part of the need for leadership, but suddenly the demand for sophisticated personnel in leadership positions made the old practice unsatisfactory and new catalysts were needed. (p. 237)

The challenges facing vocational education leaders have reached the point where the preparation and training of these leaders requires a great deal of coordination, direction and focus that has not previously existed (Arnold, 1970). Both Sidney Marland (1971) and Rupert Evans (1971) have emphasized the critical shortage of qualified personnel to develop and to administer productive programs.

In the past people have moved into leadership positions in vocational education with little or no specific leadership preparation. Early

specialization in one of the vocational subject matter areas was the common pattern for preparing leadership personnel (Wenrich, 1967). Most teachers entered the profession on the basis of their interest and technical competence in a particular trade or other occupation, but they frequently had minimal general and professional education. Among those so recruited were many capable individuals who rose to leadership positions frequently without the opportunity to develop the skills needed by a vocational education leader. In many respects this method served the needs of the times and it was consistent with leadership and organizational theory of the day. However, in public schools as in other social institutions, leadership philosophies which were effective during one era are not necessarily suitable in another.

The Vocational Education Act of 1963 (Public Law 88-210) and the Vocational Education Amendments of 1968 (Public Law 90-576) clearly amount to a comprehensive mandate to do a better job in everything with which vocational education leaders are concerned (Somers & Little, 1971). This legislation focused on (1) increasing the groups of people to be served by vocational education such as the handicapped; socially, culturally, and economically disadvantaged; dropouts; unemployed and underemployed; (2) increasing the number and quality of existing vocational education programs; and (3) expanding the programs to provide vocational preparation in occupational areas not provided for previously. This legislation as well as supporting legislation at the state level makes it unrealistic to expect vocational education leaders to carry out their responsibilities without a greatly revised perspective and focus.

The President's Panel of Consultants on Vocational Education (1961) had this to say about the importance of leadership and the need for leadership development:

> The leadership of vocational education will determine both its quality and effectiveness. In a rapidly changing world this leadership must be dynamic and forward looking, able to adjust its thinking to the constantly changing situation which it faces. Capable leadership is always in short supply, especially in the newer fields.
>
> Proposed expansion of vocational education programs intensifies the need for leadership development. Special attention should be given to the development of highly qualified professional personnel in the many facets of vocational education. The task is large and will require measures considerably beyond the facilities now provided. (USOE, 1963, p. 163)

With the expanded focus on vocational education since the passage of P.L. 88-210 it has become evident that there is a critical shortage of imaginative and well-trained leadership necessary for bringing about innovation in the field (Worthington, 1970). To help alleviate this shortage Part F (Training and Development Programs for Vocational Education Personnel) was added to the EPDA Act of 1967 (Title II of the Vocational Education Amendments of 1968).

Section 552, Part F, Leadership Development Awards, which is a part of Title II provides funds to enable experienced vocational educators to spend full time in advanced study of vocational education. Through these grants selected institutions of higher learning were encouraged to develop and to maintain comprehensive graduate programs in vocational education (National Advisory Council, 1973). Section 553, Part F Cooperative Arrangements, provides discretionary funding and technical assistance to state boards of education for vocational education to strengthen their efforts for developing and improving the skill and

competencies of professional personnel in order to increase the effectiveness of vocational education (National Advisory Council, 1973). Some of these monies have been used to provide stipends for full-time advanced graduate study. Thus there has been a major commitment to improving vocational education leadership. EPDA leadership development programs have been in operation for four years. However, no nationwide assessment has been made concerning the programs' effectiveness in preparing individuals for such leadership.

VI. ASSUMPTIONS

The following basic assumptions were made regarding this study:

1. Self-assessment is one acceptable technique of attitudinal measurement.
2. Where growth was experienced students will be able to identify the opportunities and the means by which growth was promoted in the selected leadership behaviors.
3. Where growth was experienced students will be able to identify the context of that growth.
4. Department chairpersons will be able to identify the opportunities and the means that would provide for developing the selected leadership behaviors in their respective doctoral programs.

VII. LIMITATIONS OF THE STUDY

Conceptually this study was concerned with structure-consideration dimensions of leadership. The study focused on selected behaviors which

were identified from the literature as being important to people who are responsible for bringing about reform and giving direction to an organization, situation or process.

The study was limited to (1) those EPDA fellows completing the program prior to June 1974, (2) EPDA fellows who were in the second or third year of their programs during the spring of 1974, and (3) the department chairpersons at each of the eighteen institutions having vocational education EPDA projects.

This study involved only perceptions of EPDA fellows and department chairpersons. Actual comparison of perceptions with performance was beyond the scope of this study.

VIII. DEFINITION OF TERMS

Leader—One who initiates change through changing goals or changing the ways of achieving present goals (Liphman, 1964). Initiating structure and consideration are significant dimensions of leadership behavior (Halpin, 1966).

Leadership—is a major function of administration. It requires the capacity to "live ahead" of the institution, to interpret the institution's needs to the public and the public's needs to the institution, to conceive and implement strategies for affecting changes required for the institution to fulfill its purposes (Little, 1970).

Leadership behavior and leadership skills—used synonymously to identify the personal competencies which have been selected as the focus of this study.

Change—is any planned or unplanned alteration of the status quo in an organization, situation, or process (Lippitt, 1969).

Planned change—is an intended or designed attempt by an individual, a group, an organization, or a larger social system to influence directly the status quo of another organization, or a situation (Lippitt, 1969).

Organizational change—"is any planned or unplanned alteration of the status quo which affects the structure, technology, and personnel of the total organization" (Lippitt, 1969, p. 2).

EPDA fellows—graduate students in vocational education receiving state or federal EPDA grants to underwrite their graduate study (National Advisory Council, 1973).

Department chairpersons—the vocational educator functioning as the department head at each of the eighteen institutions surveyed in this study.

Vocational education leadership positions—include researchers, teacher-educators, curriculum specialists, program planners, administrators, industrial trainers, teachers, and superintendents of public school districts (Arnold, 1970; National Advisory Council, 1973; Worthington, 1970).

IX. ORGANIZATION OF THE STUDY

The study contains the following major sections:

Chapter I provides the background to the study and is divided into the following categories:

I. Introduction

II. Statement of the Problem

III. Purpose of the Study

IV. Questions to be Answered Basic to the Study

V. Rationale for the Study

VI. Assumptions

VII. Limitations of the Study

VIII. Definition of Terms

IX. Organization of the Study

Chapter II contains a review of selected and related literature.

Chapter III describes the procedures used in the development of the instruments used and the collection of the data.

Chapter IV presents the classification, treatment, and findings of the data.

Chapter V contains a summary of the study, findings, and suggestions for further study.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

I. INTRODUCTION

This survey of literature was undertaken in order to present some of the findings and the theoretical positions pertinent to the development of leadership personnel. In Section I a review of the major leadership theories reveal that the study of leadership has changed from a simplistic concept to a highly complex notion. Section II looks at some specific findings emerging from these theories that are directly related to the concerns of this study. Section III highlights the value of perception, sensitivity, and open-mindedness to those in leadership positions. The final section examines leadership literature and research in the field of vocational education.

II. LEADERSHIP THEORIES

A review of the literature reveals that numerous approaches have been taken in the study of leadership. Much of the early research on leadership focused on efforts to identify leaders by examining personality traits. Although various factors have been identified as correlating with leadership, on the whole this approach has not been successful. Cartwright and Zander (1968) report that only 5 percent of the traits in over 106 studies appeared in four or more studies. From the literature we find that there is general agreement that you cannot

distinguish leaders from nonleaders simply on the basis of personality characteristics or traits.

A second approach to the study of leadership investigates what kind of group climate is created by different styles of leadership. Those studying styles of leadership have found the most effective leaders in our society seem to be characteristically democratic.

The situational approach to the study of leadership assumes that different situations require different leadership behavior and that there are certain traits and capacities that are crucial for effective leadership in one situation and not in another. Studies in this area appear to indicate that successful leaders tend to vary their behavior according to the needs of the situation.

In recent years a more general behavioral approach has been taken to the study of leadership. The literature reveals that most leaders perform four major leadership functions: (1) decision making with implementation to be carried out by others; (2) providing information and advice; (3) planning and (4) fulfilling a symbolic role. A behavioral or contingency approach, as it is sometimes called, attempts to discover what activities are required in a situation if a group is to meet its objectives. Thus an understanding of the nature of groups and how they function becomes important to those who are to function as leaders. In such a situation leadership is seen as the performing of those acts that are required by the group. Such an approach incorporates both the situational concept and the styles of leadership concept.

After reviewing the literature and research on leadership Gibb (1954) conceptualized the interrelatedness of the major variables in the leadership situation:

> Any comprehensive theory of leadership must incorporate and integrate all the major variables which are now known to be involved, namely, (1) the personality of the leader, (2) the followers with their attitudes, needs, and problems, (3) the group itself both as regards to (a) structure of interpersonal relations, and (b) syntality characteristics, (4) the situations as determined by physical setting, nature of task, etc. Furthermore, any satisfactory theory must recognize that it will not be these variables per se which enter into the leadership relation, but that it is the perception of the leader by himself and by others, the leader's perception of those others, and the shared perception by leaders and others of the group and the situation with which we have to deal. No doubt Sanford (1952) is right when he predicts that studies focusing on any one of these aspects alone will continue to yield positive but unexciting correlations. (pp. 913-914)

From these major approaches to the study of leadership numerous definitions for leadership are to be found in the literature. They range from those adopted for the Ohio State Leadership Studies that view a leader as a person who holds an official office or position of high influence potential (Guetzkow, 1951) to that of Tannebaum (1961) who views leadership as the exercising of interpersonal influence in a situation through the communications process for the purpose of attaining specified goals. Bernard (1948), Cartwright and Zander (1968), Freeman and Taylor (1950), and Hemphill (1949) see effective leadership in terms of realizing group goals. For them, leadership is concerned with the ability to create group action toward organizational objectives with maximum effectiveness for the organization and satisfaction for the individual.

A similar but somewhat different point of view is that of Little (1970). He sees the leadership function as requiring the capacity to:

> . . . live ahead of the institution; to interpret the institution's needs to the public, and the public's needs to the institution; and to conceive and implement strategies for effecting the changes required for the organization to fulfill its purposes. (p. 12)

III. MAJOR FINDINGS IMPORTANT TO A BEHAVIORAL APPROACH TO LEADERSHIP

The leadership studies of Lewin, Lippitt and White (1939) investigated the effects of three different styles of adult leadership on groups of young people. The researchers found that the subjects responded best to democratic leadership while the autocratic posture resulted in considerable resistance and aggression on the part of the subjects. Frustration, lack of purpose, and indecision characterized the behavior of the subjects in the group that experienced laissez-faire leadership. The democratic style of leadership produced higher morale and greater achievement than either of the other styles. The studies of Lewin, Lippitt, and White made a major contribution to the study of leadership as they demonstrated clearly the effect that different patterns of leadership behavior have on individual and group behavior. Group solidarity, group productivity and emotional atmosphere differed markedly in each group.

Another significant finding in the early research was that of Hemphill (1949). In studying the situational factors in leadership, Hemphill identified fifteen group dimensions that affect the adequacy

of the leadership role. Two of these correlate more highly with leadership: viscidity (the feeling of cohesion in the group) and hedonic tone (the degree of satisfaction of group members).

Gross and Herriott (1965) and Hemphill, Griffiths and Frederikson (1962) studied the interaction of personality factors as related to specific situations. Gross and Herriott attempted to measure the Executive Professional Leadership of elementary school principals. They define EPL as the effort of a principal to conform to a definition of his role that stresses his obligation to improve the quality of staff performance. Concerning the selected personal attributes of the elementary school principal, the researchers report statistical significance for two attributes that are of interest to this study:

1. The higher a principal's evaluation of his ability to provide educational leadership to his staff, the greater his EPL.
2. The greater the executive's interpersonal skills, the greater his EPL.

The researchers also report a positive significant difference for the following propositions regarding relationships between principals and their immediate subordinates:

1. The more a principal permits his teachers to share in his decisions, the greater his EPL.
2. The more egalitarian a principal's relationship with his teachers, the greater his EPL.
3. The more social support a principal offers to his teachers, the greater his EPL.

4. The greater the managerial support a principal offers his teachers, the greater his EPL.

These findings closely parallel the consideration items on the Ohio State Leadership Behavior Questionnaire that will be discussed later.

Hemphill, Griffiths and Frederikson (1962) attempted to determine whether a systematic relationship existed between certain personality characteristics of principals and the way they performed their jobs. The researchers devised a simulation experience in which they could systematically observe the administrative styles of 232 elementary school principals encountering the same administrative problems in the same setting. The participants were most clearly differentiated by two factors:

1. Factor X, the preparation that they put into the making of a decision.
2. Factor Y, the amount of work done in a fixed period of time.

The researchers note that principals in the study who were rated highly effective by both superiors and teachers devote much time to preparing for decision making. They seek more information, they seek clarification, and they obtain opinions of others. It would appear from this study that principals at the other end of the spectrum who make quick <u>yes</u> or <u>no</u> decisions with little or no preparation would tend to be regarded less favorably in their professional roles. Hemphill, Griffiths and Frederikson concluded that the principal who is seen as effective by his superiors and his teachers (1) will devote careful attention to his relationships to others in the organization and (2) will

probably be sociable, relaxed, sensitive, confident, and will have considerable verbal fluency (pp. 192-193).

In recent years a more general behavioral approach has been taken to understanding leadership. Behavioral studies focus on observed behavior and although they recognize that the people involved in leadership do possess personal traits and are functioning in a situation, these studies avoid making all-encompassing statements about causal relationships. The emphasis is on observed behavior in certain situations. Researchers of such studies do not insist that the cause of behavior be pinpointed, and they do not assume that the leadership behavior observed in one situation will necessarily be found in another. The behavioral or contingency approach focuses attention on things that are happening or appear to be happening rather than on finding the supposed causes of observed behavior.

Using the Leadership Behavior Description Questionnaire (LBDQ) in a study of leadership problems in the military and in subsequent study of educational leadership Halpin (1954; 1966) found that two factors were clearly the most significant for describing difference in leader behavior:

1. Initiating structure refers to the leader's behavior in delineating the relationship between himself and the members of his work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods and procedure.
2. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff. (Halpin, 1966, p. 86)

The evidence of Halpin's (1954; 1966) inquiries shows that effective leadership is characterized by high initiation of structure and high

consideration. He concluded that (1) a leader who is evaluated as doing well will tend to be one who is behaving (as a leader) in such a way that consideration and initiating structure are both very much in evidence and that (2) a leader who overemphasizes either dimension will be perceived by his referents in a less favorable light.

Concerning these two dimensions Darley (1961) said:

> . . . consideration and initiation of structure . . . these variables seem adequately defined and they seem essentially to be the same variables that Dr. Flannagan talks about under the terms Planning and Motivating. They may also be the same variables that Dr. Berrien describes under the terms formal achievement and group need satisfaction; they are the same that Dr. Likert has in mind when he discusses feelings of personal worth and ways of attaining these feelings. In all these studies, research converges to give the reader, greater assurance that these are true and relevant variables in understanding the behavior of individuals individuals in either groups or organizations. (p. 360)

From the data assembled in numerous studies (Barlund, 1962; Brown, 1963; Halpin, 1954, 1966; Luckie, 1963; Smith, 1957; and Smith and Tannenbaum, 1965) it seems clear that initiating structure and consideration are dimensions that are essential to the behavior of leaders.

In the last few years, leadership has focused on relating the appropriate function of a leader to the kinds of organizations (Bennis, 1959) and the types of situations in which leaders find themselves (Tannenbaum and Schmidt, 1958). Within this framework the leader seeks to discover (1) what actions are required by groups under various conditions if the groups are to achieve their objectives, and (2) how different group members take part in these actions. Thus an understanding

of the nature of groups and how they function becomes important to those who are to function as leaders.

The literature supports the notion that leadership must be flexible in style in order to meet the need of a particular situation which involves forces in the leader, forces in the group members and forces in the situation (Lippitt, 1969; Schmidt, 1961; Tannenbaum, 1961).

Lippitt (1969) identifies the skills of confrontation, search and coping as being critical for diagnosing complex forces in leadership situations. The following is a brief elaboration on each skill as it relates to leadership.

Confrontation

The effective leader confronts people and situations rather than running away from involvement. He takes the initiative, and does not play games. He faces issues and problems rather than just reacting to situations. The effective leader understands himself, and the person who understands himself is best able to confront situations and to lead others. The effective leader confronts the needs of people in each situation with a solid understanding of his follower's goals, his own goals, and the organization's goals. The effective leader confronts situations with himself rather than trying to assume a role that is inappropriate for him.

Search

The leader searches for an understanding of people and situations. Using all of his senses, his sensitivity and understandings, he tunes in

on his followers and develops mutual empathy by placing himself in their situation. He searches for facts, for data that will help him to make sound decisions and to obtain the confidence of those he leads.

Coping

The best kind of coping with problems and situations involves a minimum attempt to control other people and a minimum pulling of strings. While people like to be told honestly what to do, they do not like to be controlled or manipulated.

The behavioral approach to leadership requires that a leader have a wide repertoire of behaviors and skills if he is to deal with the uniqueness of each situation. Lippitt (1969) has identified the following personal development goals for the individual who wishes to grow in his own leadership ability:

1. Insight into self
2. A modicum of personal security
3. Appropriate sensitivity to situations
4. Diagnostic ability
5. Flexibility in one's role relationships
6. Rational relationships through application of scientific problem solving
7. Self-actualization and continuous learning. (pp. 94-96)

IV. VALUE OF PERCEPTIONS, SENSITIVITY AND OPEN-MINDEDNESS TO SUCCESSFUL LEADERSHIP

The purpose of this section is to highlight the importance of the less obvious and intangible qualities of a leader. Although authorities agree that leadership is an integral expression of what a person is and what he does, the literature shows that a firm agreement does not exist

regarding the qualities of a leader. The literature also reveals that more attention has been given to what a leader does (the skills of leadership) than to what he is (his beliefs, goals and the meanings by which he lives). However, the literature and research on perceptual theory, the self-actualizing personality, and belief systems contributes much to our understanding of the importance of these intangible elements to leadership.

If we accept the premise that behavioral leadership is dependent on a number of variables such as time, place, situation, norms of the group and the leader, it then follows that the leader in order to maximize his success must be flexible and adaptible. This is what Combs (1974) refers to as the self-as-instrument concept in which the leader uses himself, his knowledge and the resources at hand to carry out his purposes and deal with issues and situations.

Having such flexibility in the use of self suggests a level of maturity that can be equated with what Maslow (1954) calls the self-actualizing personality. In his classic study of motivation and personality Maslow identified common personality characteristics of people who seemed to be exploiting and making full use of all their talents, capacities, and potential. These characteristics of the self-actualizing person are as follows (Maslow, 1954, Chapter 12):

1. More efficient perception of reality and more comfortable relations with it. This means that self-actualizing people readily detect falseness and spuriousness in other people and judge people accurately. They also distinguish "far more easily than most the

fresh, concrete, and idiographic from the generic, abstract, and rubricized" (p. 205). Therefore they live closer to reality and to nature than most people do. They tolerate uncertainty and ambiguity more easily than do others.

2. Acceptance of self and of others. These people accept themselves and their various characteristics and are not defensive; they have relatively little guilt, shame or anxiety.

3. Spontaneity. They are especially spontaneous in their thought and in their behavior. Unconventionality is not a mark of their behavior, for their unconventionality is not put on to impress others and may even be suppressed in order not to distress others.

4. Problem centering. They are not ego-centered but rather oriented outside themselves, important problems to which they are devoted in the sense of a mission in life.

5. Detachment: the need for privacy. They do not mind solitude and even seek it; their objectivity is an expression of their detachment.

6. Autonomy: independence of culture and environment. They have relative independence of their environments, as prior characteristics would suggest.

7. Continued freshness of appreciation. " . . . they derive ecstasy, inspiration, and strength from the basic experiences of life" (p. 215), even on occasion from things they have seen, heard, or done many times.

8. Mystic experience or the oceanic feeling. These are

> . . . feelings of limitless horizons opening up to the vision, the feeling of being simultaneously more powerful

> and also more helpless than one ever was before, the feeling of great ecstasy and wonder and awe, the loss of placing in time and space, with, finally, the conviction that something extremely important and valuable had happened . . . (p. 216)

9. Social interest. This is a "feeling of identification, sympathy, and affection . . ." (p. 217) for mankind.

10. Interpersonal relations. These are very deep and profound and are present usually with only a few rather than many individuals. Such hostility as is shown is reactive in a situation, rather than chronic.

11. Democratic character structure. They respect people and learn from and relate to them, irrespective of birth, race, blood, family.

12. Discrimination between means and ends. The self-actualizing discriminate ends or what they are striving for from the means for accomplishing the ends to an extent that most people do not. On the other hand, they can often enjoy the means or instrumental behavior leading to an end, which more impatient persons would dislike.

13. Sense of humor. These people tend to be philosophical and nonhostile in their humor.

14. Creativeness. Each one has "a special kind of creativeness or originality or inventiveness that has certain peculiar characteristics" (p. 223).

15. Resistance to enculturation. They get along in the culture but are detached from it; that is, they are essentially autonomous of it although not especially unconventional in a behavioral way.

The study of the self-actualizing personality and subsequent work by Maslow has had profound impact on both the behavioral sciences and

the business world. Theories and research related to the development and the functioning of the healthy personality have implications for those concerned with leadership development. While Maslow identified the characteristics of the truly healthy, adequate, personality, Combs studied the dynamics of how people get that way. Combs (1962) has identified four characteristics of the perceptual field which seem to underlie the behavior of all truly adequate people: (a) a positive view of self, (b) identification with others, (c) openness to experiences and acceptance, and (d) a rich and available perceptual field. Because many of the behaviors of adequate, self-actualizing people are those needed to function in a behavioral or contingency approach to leadership these facets of the perceptual field will be looked at more closely.

A Positive View of Self

Adequate persons see themselves as being sufficient to deal with life. Kelly (Combs, 1962) has said that they see themselves as "enough." They have few doubts about their own worth and they have such a large reservoir of positive regard that negative perceptions do not distort the whole. Negative aspects can be taken in stride. Because adequate people feel positive about themselves, they can meet life expecting to be successful. Because they expect success, they behave in ways that tend to bring it about (Eriksen, 1954; Lecky, 1945).

Brownfain (1952) reports that people who are basically sure about themselves are less disturbed or concerned by criticism; they can remain stable in the midst of stress and strain. Bills (1953) found that when a person is fundamentally sure about himself he is free to pay much more

attention to events outside the self. Feeling sure about themselves, solutions can be sought solely as good answers to the problem at hand rather than in terms of their immediate contribution to the enhancement of self. Such a view of self allows a person to behave in terms of what seems best to do. Because they are not afraid of the new or the different, they can launch into the new, the untried and the unknown (Combs, 1962).

Identification with Others

Truly adequate people can identify with great blocks of mankind without reference to creed, color or nationality. This feeling of oneness with mankind produces a high degree of responsible, trustworthy behavior. A feeling of identification with others seems to produce a deep sensitivity to the feelings and attitudes of others and the ability to work harmoniously with others in either a leader or a follower role (Bell and Hall, 1954). Feeling adequate they do not have to lead in order to prove their strength and power. Leadership for them is not a way of proving superiority; it is a way of organizing to accomplish desirable ends. The feeling of identification produces a sense of trust in others so that adequate people can lead or not lead as the situation demands and they can be satisfied in either role.

Openness to Experience and Acceptance

The character and quality of a leader's perceptions are significantly influenced by the degree of open-mindedness which he possesses. An individual is said to be open-minded to

> . . . the extent to which he can receive, evaluate, and act on relevant information received from the outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside. (Rokeach, 1960, p. 57)

The assumption underlying Rokeach's research on the open and closed mind is:

> . . . all belief-disbelief systems serve two powerful and conflicting sets of motives at the same time: the need for a cognitive framework to know and to understand and the need to ward off threatening aspects of reality. To the extent that the cognitive need to know is predominant and the need to ward off threat absent, open systems should result . . . . But as the need to ward off threat becomes stronger, the cognitive need to know should become weaker, resulting in more closed belief systems. (Rokeach, 1960, pp. 67-68)

Authoritarianism is the personality correlate of arousal tolerance. Rokeach has provided evidence that a significant relationship exists between authoritarianism (closed-mindedness) and anxiety.

Truly adequate people have a perceptual field which is open and receptive to experiences. They are capable of change and adjustment in such a way that they can make the fullest use of their experiences. Truly healthy people seem capable of accepting into awareness any and all aspects of reality (Rogers, 1947; 1957). Bass (1960) reports from his study of several leaderless discussion groups a consistently positive correlation between successful leadership and perceptual flexibility.

Taylor and Combs (1952) found that the capacity to be open to experience is directly related to the individual's freedom from threat. When people feel threatened their perceptions become narrowed and they are forced to defend their existing perceptual organizations (Rokeach, 1960). Whether or not a person will feel threatened will depend upon his view of self and his sense of identification.

An openness to experience provides adequate people with more data and, with more data, they are much more likely to be right. Rokeach, Hunt and Schroder (Rokeach, 1960); Harvey and Beverly (1961) report that closed-minded individuals show significantly greater resistance to the acceptance and the assimilation of contradictory or negative information into their conceptual framework than do open-minded people. A more open perceptual field can encompass more data and information, thus allowing the perceiver to be aware of specific aspects of problems or to perceive events or details that would be missed or would seem unimportant to others.

A broader more accurate perception of the world permits adequate people to behave more decisively. Decisions can be made with more certainty when one feels that he is in command of the data and when he feels sufficiently sure of self to be unafraid to commit himself to action. Decisions made on the basis of more data are likely to be better ones. On the other hand, the straightforward, uncomplicated relationship these people have with reality makes it possible for them to live comfortably without a decision when this is called for. They are characterized by what Frankel-Brunswik (1949) called a "toleration of ambiguity." Where the closed-minded person is uncomfortable with ambiguity and uncertainty and his world is largely a world of black and white (Rokeach, 1960) open-minded people find it possible to live comfortably with unsolved problems. They do not feel the need to answer when an answer does not yet exist; therefore they are less likely to adopt spurious or expedient explanations.

Closed-minded people present problems to decision making groups because they tend to be oriented toward rules, acceptance of authority, and cultural and institutional norms (Rokeach, 1960). The closed-minded tend to be somewhat assertive and inflexible. They tend to stick to the rules and to favor a tight controlling power structure. This raises a problem in group interpersonal behavior because, regardless of the content of different ideas that group members may hold, the effectiveness of the group can often be related to the members' compatability.

An increased capacity to accept self permits greater acceptance of others as well (Berger, 1952; McIntyre, 1952; Sheerer, 1949). Because adequate people do not demand that others be what they are not, they can have greater patience and forebearance in dealing with their human errors. Because they are open and accepting of other people they are likely to be more successful in human relationships as they are derived from broader, more accurate perceptions of what other people are like.

Another factor contributing to acceptance and openness to experience is the existence of a value system that prizes openness. It seems that people who have developed attitudes of valuing new experience, of seeking personal growth, or of the testing of ideas are likely to develop more open and accepting perceptual fields.

A Rich and Available Perceptual Field

If we accept the premise that behavior is a function of perceptions then a rich and available perceptual field makes possible more effective, efficient behavior. With wider choices open to them, adequate persons can and do operate in ways which are more satisfying and productive.

They show better judgment and are more often right in their observations and decisions (Combs, 1952).

An individual's sensitivity bears a direct relationship to the kind and depth of his perceptions. Sensitivity is also dependent upon a willingness to take the risk of becoming involved in another person's way of looking at life. Kemp (1970) defines sensitivity as the setting aside of one's own preferences and predispositions and willingly and unreservedly assimilating another's viewpoints and ideas regarding the important matters that concern him.

The degree to which an individual is able to understand another is directly related to his self-knowledge and acceptance of himself. Sensitivity to another is best attained by the individual who has developed a secure personal center. Schodel and Mussen (1952) reported that closed-minded personalities are significantly more insensitive than nonauthoritarians to the personality characteristics of others. As a result of this developed sensitivity certain attitudes toward others become possible. Ross and Hendry (1957) stated that two of these attitudes—empathy and consideration—are among the most significant qualities which the leader may possess.

Gordon Lippitt (1969), a noted authority in leadership and organizational development, states:

> There are indications that an effective leader is one who is flexible rather than rigid, one who is aware of the forces in himself and understands his own motivations, and one who builds trust relationships with those he leads. It seems that most leaders take into account both the short-range and long-range nature of the situation they face, and that they more or less involve those who are to implement a decision in making it. (p. 83)

In light of Lippitt's assessment of the effective leader and the research findings based on perceptual theory, self-actualization theory and beliefs systems theory, it appears that these are areas that merit serious attention in vocational education leadership development programs.

V. LEADERSHIP FOR VOCATIONAL EDUCATION

Studies dealing directly with the development of leadership for vocational education have been limited. Ralph Wenrich (1967), well-known for his concern with the selection and training of leadership for vocational education, characterized the effective leader in vocational education as follows:

1. He helps others to accept common goals. The leader must himself be enthusiastic about what he is doing and bring other members of the group to accept "the cause."
2. He initiates productive action in group situations. He realizes that he is effective to the extent that he can influence the behavior of others. But perhaps more important, he initiates the action. That is, he provides an atmosphere or a set of conditions in which things will happen. He motivates the group to act and then makes available to them the resources necessary to get things done.
3. He establishes clear plans and work procedures. Once a goal has been accepted and action has been decided upon, the leader must chart the course and set the ground rules.
4. He maintains warm relationships with members of the group. While the leader must be goal-oriented, he must also be people oriented. He can hope to accomplish the goals only through the active and constructive involvement of the members of the group.
5. He gets commitment and cooperation from those with whom he works; he does this through persuasion rather than through threat or force (such as the authority of his official position).
6. He effects change and builds organizations on the achievement of meaningful purposes. He is basically an innovator and should be careful, however, not to encourage change solely for the sake of change. (pp. 17-18)

This characterization by Wenrich emphasizes the importance of the skills selected as the focus of this study.

While addressing a seminar on graudate education programs for vocational education, Little (1970) stressed the importance of human relations. He said:

> The ability to work effectively with others is probably the key skill of the effective leader. Modern concepts of organizational leadership emphasize the "team" concept, and the necessity of using procedures which optimize the movement of the entire organization toward its goals. These procedures include the appropriate particpation of the total membership of the organization in its decision-making processes. The leader displays skill in face-to-face relationships with associates, conveys genuine interest and concern for their problems and welfare, shows respect for their ideas and contributions, sets reasonable expectations for performance, and suitably rewards their achievements. (p. 17)

Wenrich and Hodge (1966) reported on the first year of operation of an experimental program for the identification, selection and development of persons for leadership roles in the administration of vocational education. Group A participated in an eight-week intensive interdisciplinary workshop which was followed by a year-long internship. Human relations theory and practice were stressed throughout the workshop and internship phase of the project. A major objective was to provide for the study and practice of personal skills used by teachers. Group B particpated in the internship phase of the program only. On the basis of this experience, it was recommended that the program be continued and that follow-up be made of the persons who completed the program to determine if there was any difference between Group A and Group B in terms of their performance in leadership roles. The follow-up study was

done and Wenrich (1968) reported that the combination of the eight-week summer workshop and the internship phase was definitely superior to the internship phase alone. Because of the design of the study it was impossible to separate the evaluation of the training program from the selection process; but taken together, the selection process plus the training program produced impressive gains in leadership behavior.

The preparation of administrators for vocational education through an advanced degree program was the subject of an investigation by Schaefer (1966). He assembled people from a number of different disciplines and then asked them to help describe the "new breed" of vocational administrator with a view toward developing a graduate program for the preparation of administrators in this field. He concluded that the leader in an administrative role must be knowledgeable about counseling and guidance, labor economics, social psychology and group dynamics, the sociology of work, industry and minority groups, labor management relations, industrial organizations, industrial training, facilities and concepts of vocational education.

In summary, this survey of literature was undertaken in order to present some of the findings and the theoretical positions pertinent to the development of leadership personnel. This knowledge has been drawn from educational administration, psychology, business, industry and the military.

A review of the major leadership theories in Section I reveals that the study of leaderhsip has changed from studying a few single variables to exploring a complex interaction system. In Section II the present

state of leadership theory and research reveals that structure and consideration are two important dimensions of leadership behavior. The literature also supports the notion that leaders must be flexible in style and have a wide repertoire of personal skills and behaviors in order to meet the needs of a particular situation involving forces in the leader, forces in the group members and forces in the situation.

The third section highlights the importance of some of the less obvious and intangible qualities of a leader. We see that one's perceptions, sensitivity, and belief system has a direct bearing on an individual's ability to be flexible and to develop skills which are integral to a functional or contingency leadership approach.

The final section reveals that leadership research within the field of vocational education has been almost negligible. However, it is encouraging to note that such literature and research is beginning to emphasize the importance of human relations, team work, initiating structure, cooperation, group dynamics, and the behavioral approach to leadership.

CHAPTER III

PROCEDURES USED IN THE STUDY

I. INTRODUCTION

The main purposes of this study were (1) to assess the perceptions of EPDA graduate students and department chairpersons regarding the importance of selected leadership behaviors and the opportunity for developing those behaviors during the vocational education EPDA experience and (2) to assess the perceptions of EPDA fellows concerning their growth in the selected skills during their EPDA programs. The study attempted to obtain information regarding the following questions:

1. Did students and department chairpersons share similar views about the importance of the selected leadership behaviors?
2. Did students perceive themselves as increasing their leadership skills while being in the EPDA programs?
3. To what extent did vocational education departments provide experiences and promote growth in the selected behaviors?
4. What experiences did department chairpersons identify in the EPDA doctoral programs at their respective institutions that foster student growth in the leadership competencies identified for this study?
5. What experiences did students perceive that they have had during their doctoral programs at their respective institutions that

actually contributed to their perceived growth in the selected leadership competencies?

II. PROCEDURE

Establishing the Limits of the Study

The study focused on selected structure and consideration aspects of leadership development. From the literature on change, leadership, and organizational development, a list of 21 leadership behaviors and skills were identified as being necessary for a person who has responsibility for initiating and directing change that would gain acceptance in an organization and/or larger community. Within the context of this study such activity can be termed "successful leadership." The list of behaviors was submitted to five professors (four from The University of Tennessee and one from Syracuse University) who are well-read in change theory. They verified that the behaviors identified were consistent with change research and literature. As a result of meeting with the researcher's doctoral committee the number of behaviors was reduced to nine for the purpose of the study.

After the focus was established and the personal skills identified, questionnaires were constructed to obtain the needed data.

Student Questionnaire

The student questionnaire consisted of two primary sections. The first section contained statements of the nine selected leadership skills. The subjects were asked to respond to each statement in four

ways: (1) importance of the behaviors to vocational education leaders, (2) growth experienced during the EPDA doctoral programs, (3) sources in the vocational education doctoral programs that promoted growth and (4) specific experiences in the vocational education doctoral programs that promoted growth. The second section focused on gathering demographic data about the respondents.

A pilot test of the questionnaire was conducted using eight selected vocational education EPDA students who were currently in the graduate program at The University of Tennessee or who were graduates of that program. During an interview the respondents were given an opportunity to raise questions about the semantics and the structure of the instrument. From the interviews and the pilot test responses it was apparent that students could respond to the instrument. Utilizing the questionnaire and interview feedback the researcher refined the questionnaire to its present form. A copy of this instrument is included as Appendix A.

Department Chairperson Questionnaire

A second instrument that paralleled the student questionnaire was pilot tested with two University of Tennessee professors for use with the eighteen department chairpersons.

The questionnaire consisted of statements of the nine selected leadership skills. The subjects were asked to respond to each statement in two ways: (1) importance of the behavior to vocational education leaders, and (2) opportunities and experiences provided within the

doctoral programs that would promote growth in the selected behaviors. A copy of this instrument appears as Appendix B.

Population

The population consisted of 287 individuals who received EPDA doctoral fellowship awards in 1970-1972. It also included the vocational education department chairpersons at each of the 18 instititions having EPDA vocational education doctoral programs. The researcher surveyed the total population that was identified from an EPDA roster provided by Frank L. Perazzoli, U.S. Office of Education. The accuracy of the USOE roster was verified by checking it against a department roster provided by each of the 18 institutions.

Administration of the Questionnaire

The questionnaires, accompanied by letters of explanation and request for participation, were mailed to the identified population. The cover letter for both questionnaires appeared as page one of the instrument. The cover letter that went to the EPDA students is included in Appendix A. The letter that was sent to department chairpersons is included in Appendix B.

While all responses were kept confidential, each questionnaire was coded by name and sponsoring institution so that nonrespondents could be identified. Three weeks after the initial mailing a follow-up letter (see Appendix C) and questionnaire was sent to those subjects who had not responded to the first mailing.

The Sample

The population consisted of 287 EPDA students and 18 department chairpersons. Of the student questionnaires 256 (89 percent) were returned. All questionnaires sent to department chairpersons were returned. The sample became all of those who responded to the questionnaire. This is shown in Table 1.

TABLE 1

STUDENTS AND DEPARTMENT CHAIRPERSONS PARTICPATING IN STUDY

Population	Sample	Percentage of Total Population
287 Students	256	89
18 Department Chairpersons	18	100

Classifying Data

After the student questionnaires were returned demographic data (items a-g) and responses to the objective questions (items 1-9) were recorded on data coding sheets. This information was then processed on the SPSS System at The University of Tennessee Computing Center.

Information obtained from each of the open-ended questions (Experiences Promoting Growth) was recorded just as it appeared on the questionnaires so that the respondents' intent would not be altered.

Twelve categories of experiences were established for the purpose of data classification. A content analysis was made of the written responses in order to categorize items according to the types of

experiences that supported growth in the nine selected leadership behaviors. Two raters checked these classifications for agreement concerning classifying data in established categories. Adjustments were made where necessary.

The data obtained from the department chairperson's questionnaire were handled in the same manner as that obtained from the student questionnaire.

CHAPTER IV

ANALYSIS OF DATA

I. INTRODUCTION

This chapter consists of the data obtained from the EPDA Student Questionnaire and the Questionnaire administered to the department chairperson at each of the 18 EPDA institutions.

Questionnaires were sent to 287 EPDA students and to the department chairpersons. Of the student questionnaires 256 (89 percent) were returned. All questionnaires (18) sent to department chairpersons were returned.

The demographic data (items a-g) and responses to the objective questions (items 1-9) were recorded on data coding sheets. This information was then processed on the SPSS System at The University of Tennessee Computing Center.

The information obtained from each of the open-ended questions (Experiences Promoting Growth) was recorded just as it appeared on the questionnaires so that the respondents' intent would not be altered. Twelve categories of experiences were established for the purpose of data classification. A content analysis was made of the written responses in order to categorize such responses according to the major types of experiences that supported growth in the selected behaviors. The data obtained from the department chairpersons were handled in the same manner.

II. DEMOGRAPHIC DATA

Selected demographic data concerning the EPDA students were solicited on the questionnaire. These data were sought in light of (1) the recent unification of the vocational service areas and the development of comprehensive doctoral programs at eighteen selected institutions and (2) the nationally felt concerns about the levels of administrative and leadership positions being held by women and minorities. This data for EPDA students shown in Table 2 is as follows:

Age--Sixteen percent of the respondents are between the ages of 20 and 30; 49 percent are between the ages of 31 and 40 and 34 percent are 41 years or over.

Sex--Two hundred and sixteen (85 percent) of the respondents are men; 39 (15 percent) are women. One person did not identify sex.

Race--Two hundred and thirty-seven (93 percent) of the responding EPDA students are white; 13 (5 percent) are black; three (1 percent) are of a race other than black or white. Three (1 percent) people did not identify their reace.

Years in the Program--One hundred and six (42 percent) of the respondents had completed the doctoral program; 74 (29 percent) were in the third year of the program; 75 (29 percent) were second year doctoral candidates.

Service Area--The respondents came from both vocational education and nonvocational education backgrounds. The vocational service areas and the percent of students from each area are: Business Education, 16 percent; Home Economics, 6 percent; Trades and Industries and

TABLE 2

DEMOGRAPHIC DATA REGARDING EPDA STUDENT SAMPLE

Demographic Items	Category Within Each Item	EPDA Students (N = 256) Number of Responses	Percentage of Sample
Age	20-25	2	.8
	26-30	40	16
	31-35	54	21
	36-40	72	28
	41-50	73	28
	51-over	14	6
	Missing	1	.4
Sex	Male	216	85
	Female	39	15
	Missing	1	
Race	Black	13	5
	White	237	94
	Other	3	1
	Missing	3	
Years in the program	Second year	75	29
	Third year	74	29
	Graduate	106	42
	Missing	1	
Service Area	Business Education	40	16
	Home Economics	16	6
	Trades and Industries and Industrial Art	99	40
	Agriculture	29	12
	Distributive Eduation	30	12
	Non-Voc. Ed. Backgrounds	18	7
	Other	14	6
	Missing	10	6
Positions Prior to Entering the Program	State Level-Administrative	26	10
	Local Level-Administrative	51	20
	Public School-Teaching	88	34
	Higher Education-Teaching	59	23
	Research Positions	3	1
	Other	25	10
	Higher Education-Research	2	.8
	Research-State Administrative	1	.4
	Missing	1	

Industrial Arts, 40 percent; Agriculture, 12 percent; Distributive Education, 12 percent. Eighteen (7 percent) were from nonvocational education backgrounds. Ten (6 percent) did not identify their service area backgrounds.

Positions Prior to Entering the Program--Prior to beginning the doctoral program 10 percent of the respondents had state level administrative positions, 20 percent had local level administrative positions, 34 percent were public school teachers; 23 percent were teaching in higher education, 1 percent had research positions, two people (.8 percent) had combined research-higher education positions and one person (.4 percent) had a combined research-state administrative position. Ten percent had positions other than the types mentioned here.

Table 2 reveals that the "typical" EPDA student is most likely to be a white male between the ages of 31 and 50 who is from one of the traditional male vocational education service areas and who was in an administrative or teaching position prior to beginning the doctoral program.

III. DATA CLASSIFICATION AND TREATMENT

Three types of tables were created for each of the nine behaviors listed on the questionnaire. These tables are categorized as follows:

1. Importance of the Behaviors and Growth Experienced in the Behaviors.
2. Sources of the Growth Producing Experiences.

3. Types of Experiences Promoting Growth.

An analysis of these tables was made for the purpose of answering the following questions:

1. Did students and department chairpersons share similar views about the importance of the leadership behaviors?
2. Did students perceive themselves as increasing their leadership skills while being in the EPDA doctoral prorgrams?
3. To what extent did vocational education departments provide experiences and promote growth in the selected behaviors?
4. What experiences did department chairpersons identify in the EPDA doctoral programs at their respective institutions that foster student growth in the leadership competencies identified for this study?
5. What experiences did students perceive that they had had during their doctoral programs at their respective institutions that actually contributed to their perceived growth in the selected leadership competencies?

The following discussion represents these data classifications and treatment.

IV. IMPORTANCE OF THE BEHAVIORS AND GROWTH EXPERIENCED IN THE BEHAVIORS

Later tables present the data regarding (1) the perceived importance of the nine selected behaviors for people in vocational education leadership positions, (2) students' perceptions of their growth in the

nine selected behaviors during their EPDA doctoral programs and (3) brief comments concerning the agreement between the two groups regarding the importance of the leadership behaviors.

Confronting and Managing Conflict

Table 3 shows the value that EPDA students and vocational education department chairpersons placed on confronting and managing conflict as a competency for vocational education leaders. In addition, it shows the perceived growth experienced in this competency by the students during their doctoral programs. Ninety-five percent of the students rate this skill as important or very important while 3 percent of the students view it as having little or no importance. Eighty-three percent of the department chairpersons view this behavior as important or very important while 11 percent felt uncertain and 6 percent believed that it was of little or no importance. Thus there is a congruency among department chairpersons (83 percent) and students (95 percent) concerning the importance of confronting and managing conflict as a skill for vocational education leaders.

More than three out of four (76 percent) of the students expressed that they had experienced extensive or some growth in confronting and managing conflict; 3 percent felt uncertain about their growth while more than one in five (21 percent) experienced little or no growth in this skill that both students and department chairpersons had rated as important.

TABLE 3

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN CONFRONTING AND MANAGING CONFLICT

Rating Scale	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18	
	Number of Responses	Percent	Number of Responses	Percent
—Very important	174	68	7	39
—Important	69	27	8	44
—Uncertain	4	2	2	11
—Of little importance	7	3	1	6
—Of no importance	1	0	0	0
—Missing	1	0	0	0
Totals	256	100	18	100

	Students' Perception of Growth Experienced During the Doctoral Program N = 256	
	Number of Responses	Percent
—Extensive growth	54	21
—Some growth	140	55
—Uncertain	8	3
—Little growth	45	18
—No growth	8	3
—Missing	1	0
Totals	256	100

Sharing Decision Making Responsibilities with Others

Table 4 shows the value that EPDA students and vocational education department chairpersons placed on the sharing of decision making responsibilities with others as a competency for vocational education leaders. In addition. the table shows the perceived growth experienced in this skill by the students during their doctoral programs. Ninety-eight percent of the students rate this skill as important or very important. Similarly, the vast majority of department chairpersons (95 percent) also view this behavior as important or very important. Thus there is a congruency among students (98 percent) and department chairpersons (95 percent) concerning the importance of sharing decision making responsibilities with others as a skill for vocational education leaders.

A large percentage of students (82 percent) believed they had experienced extensive or some growth in learning to share decision making responsibilities with others; however, 14 percent of the students said they experienced little or no growth in this competency that both students and department chairpersons rated as important.

Developing a Group into a Team to Focus on Solving Problems

Table 5 shows the value that EPDA students and vocational education department chairpersons placed on developing a group into a team to focus on solving problems as a competency for vocational education leaders. In addition, it shows the perceived growth experienced in this competency by the students during their doctoral programs. Ninety-four percent of the students rate this skill as important or very important. Almost nine in

TABLE 4

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN SHARING DECISION MAKING RESPONSIBILITIES WITH OTHERS

Rating Scale	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18	
	Number of Responses	Percent	Number of Responses	Percent
—Very important	154	60	12	67
—Important	96	38	5	28
—Uncertain	2	1	1	6
—Of little importance	2	1	0	0
—Of no importance	1	0	0	0
—Missing	1	0	0	0
Totals	256	100	18	100

	Students' Perception of Growth Experienced During the Doctoral Program N = 256	
	Number of Responses	Percent
—Extensive growth	56	22
—Some growth	152	60
—Uncertain	12	5
—Little growth	28	11
—No growth	7	3
—Missing	1	0
Totals	256	100

TABLE 5

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN DEVELOPING A GROUP INTO A TEAM TO FOCUS ON SOLVING PROBLEMS

Rating Scale	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18	
	Number of Responses	Percent	Number of Responses	Percent
—Very important	150	59	10	56
—Important	88	35	6	33
—Uncertain	10	4	1	6
—Of little importance	4	2	1	6
—Of no importance	3	1	0	0
—Missing	1	0	0	0
Totals	256	100	18	100

	Students' Perception of Growth Experienced During the Doctoral Program N = 256	
	Number of Responses	Percent
—Extensive growth	53	21
—Some growth	133	52
—Uncertain	22	9
—Little growth	33	13
—No growth	14	6
—Missing	1	0
Totals	256	100

ten department chairpersons (89 percent) view this behavior as important or very important. Thus there is a congruency among department chairpersons and students concerning the importance of developing a group into a team to focus on solving problems as a skill for vocational education leaders.

Almost three-fourths (73 percent) of the students indicated that they had experienced extensive or some growth in developing a group into a team to focus on solving problems. However, 19 percent said they had experienced little or no growth and uncertainty was expressed by 9 percent of the students concerning this skill that had been rated as important by both students (94 percent) and department chairpersons (89 percent).

Understanding Yourself

Table 6 shows the value that EPDA students and vocational education department chairpersons placed on understanding self as a competency for vocational education leaders. In addition, it shows the perceived growth in this competency by the students during their doctoral programs. Better than nine out of ten students (94 percent) rate this skill as important or very important. Percentage wise, almost as many of the department chairpersons (89 percent) also view this behavior as important or very important. Thus there is a congruency among department chairpersons and students concerning the importance of understanding yourself as a skill for vocational education leaders.

Better than three-fourths of the students (76 percent) believed they had made some or extensive growth in understanding self—a skill

TABLE 6

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN UNDERSTANDING YOURSELF

Rating Scale	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18			Students' Perception of Growth Experienced During the Doctoral Program N = 256	
	Number of Responses	Percent	Number of Responses	Percent		Number of Responses	Percent
—Very important	187	73	11	61	—Extensive growth	82	32
—Important	54	21	5	28	—Some growth	112	44
—Uncertain	8	3	1	6	—Uncertain	19	8
—Of little importance	4	2	0	0	—Little growth	29	11
—Of no importance	2	1	0	0	—No growth	13	5
—Missing	1	0	1	0	—Missing	1	0
Totals	256	100	18	100	Totals	256	100

that both students and department chairpersons had rated as important. Little or no growth was expressed by 16 percent of the students.

Being Sensitive to Value Systems Different from Your Own

Table 7 shows the value that EPDA students and vocational education department chairpersons placed on being sensitive to value systems different from one's own as a competency for vocational education leaders. In addition, the table shows the perceived growth experienced in this competency by the students during their doctoral programs. Almost all (97 percent) of the students rate this skill as important or very important while all (100 percent) of the department chairpersons view this behavior as important or very important. Thus, on this leadership dimension too, there is a congruency among department chairpersons and students concerning the importance of being sensitive to value systems different from your own as a skill for vocational education leaders.

Better than eight in ten students (82 percent) believed they had made some or extensive growth in being sensitive to value systems different to their own; however, 13 percent of the students said they had experienced little or no growth in this skill rated as important by both students and department chairpersons.

Seeing How Things Appear from Another Person's Point of View

Table 8 shows the value that EPDA students and vocational education department chairpersons placed on seeing how things appear from another person's point of view as a competency for vocational education leaders.

TABLE 7

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN BEING SENSITIVE TO VALUE SYSTEMS DIFFERENT TO YOUR OWN

Rating Scale	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18			Students' Perception of Growth Experienced During the Doctoral Program N = 256	
	Number of Responses	Percent	Number of Responses	Percent		Number of Responses	Percent
—Very important	162	64	10	56	—Extensive growth	64	25
—Important	85	33	8	44	—Some growth	146	57
--Uncertain	3	1	0	0	—Uncertain	11	4
—Of little importance	2	1	0	0	—Little growth	28	11
—Of no importance	3	1	0	0	—No growth	6	2
—Missing	1	0	0	0	—Missing	1	0
Totals	256	100	18	100		256	100

TABLE 8

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN SEEING HOW THINGS APPEAR FROM ANOTHER PERSON'S POINT OF VIEW

Rating Scale	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18	
	Number of Responses	Percent	Number of Responses	Percent
—Very important	156	61	7	39
—Important	87	34	10	56
—Uncertain	7	3	0	0
—Of little importance	3	1	1	6
—Of no importance	2	1	0	0
—Missing	1	0	0	0
Totals	256	100	18	100

	Students' Perception of Growth Experienced During the Doctoral Program N = 256	
	Number of Responses	Percent
—Extensive growth	44	17
—Some growth	147	58
—Uncertain	27	11
—Little growth	30	12
—No growth	7	3
—Missing	1	0
Totals	256	100

In addition, the table shows the perceived growth experienced by students in this competency during their doctoral programs. More than nine in ten students (95 percent) rate this skill as important or very important while only 2 percent view it as having little or no importance. The same percentage of department chairpersons (95 percent) also view this behavior as important or very important. Thus there is a congruency among deparment chairpersons (95 percent) and students (95 percent) concerning the importance of seeing how things appear from another person's point of view as a skill for vocational education leaders.

Three out of four students (75 percent) believed they had made some or extensive growth in developing this skill. Eleven percent expressed uncertainty and 15 percent said they had experienced little or no growth in seeing how things appear from another person's point of view—a skill that both students (95 percent) and department chairpersons (95 percent) had rated as important.

Adapting to Change and Innovation

Table 9 shows the value that EPDA students and vocational education department chairpersons placed on adapting to change and innovation as a competency for vocational education leaders. It also shows the perceived growth experienced by students in this competency during their doctoral programs. Ninety-eight percent of the students rate this skill as important or very important. This behavior was rated as important or very important by all (100 percent) of the department chairpersons. Thus there is a congruency among the majority of department chairpersons

TABLE 9

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN ADAPTING TO CHANGE AND INNOVATION

Rating Scale	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18			Students' Perception of Growth Experienced During the Doctoral Program N = 256	
	Number of Responses	Percent	Number of Responses	Percent		Number of Responses	Percent
—Very important	204	80	10	56	—Extensive growth	83	33
—Important	45	18	8	44	—Some growth	138	54
—Uncertain	3	1	0	0	—Uncertain	12	5
—Of little importance	0	0	0	0	—Little growth	14	6
—Of no importance	3	1	0	0	—No growth	8	3
—Missing	1	0	0	0	—Missing	1	0
Totals	256	100	18	100		256	100

(100 percent) and the majority of students (98 percent) concerning the importance of adapting to change and innovation as a skill for vocational education leaders.

A majority of the students (87 percent) expressed that they had experienced some or extensive growth in adapting to change and innovation—a skill that both they and their department chairpersons had rated as important. Nine percent said that they had experienced little or no growth in this skill.

Being Able to Identify a Number of Alternatives as Solutions to a Problem

Table 10 shows the value that EPDA students and vocational education department chairpersons placed on being able to identify a number of alternatives as solutions to a problem as a competency for vocational education leaders. It also shows the perceived growth experienced in this competency by the students during their doctoral experience. Almost all (99 percent) of the students rate this skill as important. Likewise, better than nine out of ten department chairpersons (94 percent) also view this behavior as important or very important. Thus there is a congruency among department chairpersons and students concerning the importance of being able to identify a number of alternatives as solutions to a problem as a skill for vocational education leaders.

Eighty-six percent of the stduents believed that they had experienced extensive or some growth in being able to identify a number of alternatives

TABLE 10

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN BEING ABLE TO IDENTIFY A NUMBER OF ALTERNATIVES AS SOLUTIONS TO A PROBLEM

Rating Scale	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18			Students' Perception of Growth Experienced During the Doctoral Program N = 256	
	Number of Responses	Percent	Number of Responses	Percent		Number of Responses	Percent
—Very important	185	73	11	61	—Extensive growth	77	30
—Important	66	26	6	33	—Some growth	142	56
—Uncertain	1	0	1	6	—Uncertain	14	6
—Of little importance	1	0	0	0	—Little growth	15	6
—Of no importance	2	1	0	0	—No growth	7	3
—Missing	1	0	0	0	—Missing	1	0
Totals	256	100	18	100	Totals	256	100

as solutions to a problem while 9 percent said they had experienced little or no growth in this skill.

Being Able to Foresee the Consequences of Various Alternative Solutions to a Problem

Table 11 shows the value that EPDA students and vocational education department chairpersons placed on being able to foresee the consequences of various alternative solutions to a problem as a competency for vocational education leaders. The table also shows the perceived growth experienced in this competency by the students during their doctoral programs. Almost all of the students (98 percent) rated this skill as important or very important while only 2 percent view it as having little or no importance. All of the department chairpersons (100 percent) rated this skill as important or very important. Thus there is a congruency among department chairpersons and students concerning the importance of being able to foresee the consequences of various alternative solutions to a problem as a skill for vocational education leaders.

Extensive or some growth in this skill was identified by 77 percent of the students; 12 percent expressed uncertainty and 10 percent said they had experienced little or no growth in being able to foresee the consequences of various alternative solutions to a problem—a skill that both students and department chairpersons had rated as important.

In summary, Tables 3-11, pages 46, 48, 49, 51, 53, 54, 56, 58, and 60, respectively, presented data concerning the following questions:

TABLE 11

PERCEIVED IMPORTANCE AND PERCEIVED GROWTH IN BEING ABLE TO FORESEE THE CONSEQUENCES OF VARIOUS ALTERNATIVE SOLUTIONS TO A PROBLEM

	Students' Perception of the Importance of This Behavior N = 256		Department Chairpersons' Perception of the Importance of This Behavior N = 18			Students' Per Students' Perception of Growth Experienced During the Doctoral Program N = 256	
Rating Scale	Number of Responses	Percent	Number of Responses	Percent		Number of Responses	Percent
—Very important	188	74	12	67	—Extensive growth	52	20
—Important	61	24	6	33	—Some growth	146	57
—Uncertain	2	1	0	0	—Uncertain	30	12
—Of little importance	2	1	0	0	—Little growth	21	8
—Of no importance	2	1	0	0	—No growth	6	2
—Missing	1	0	0	0	—Missing	1	0
Totals	256	100	18	100	Totals	256	100

1. Do students and department chairpersons share similar views of the importance of the selected behaviors?
2. Did students perceive themselves as increasing their leadership skills while being in the EPDA doctoral programs?

At least 80 percent of both students and department chairpersons believed that each of the nine behaviors is an important skill for individuals in vocational education leadership positions. This strong agreement is shown in summary Table 12.

Concerning student growth in the leadership skills, a large majority of students felt that they had made some significant growth in each of the selected behaviors. These skills and the students' perceptions of their growth are ranked from high to low as is shown in the summary table which follows (Table 13).

Students perceived the greatest growth in five skills, four of which are predominately cognitive in nature and which may be done independently of others. With one exception (Sharing Decision Making Responsibilities with Others) students perceived the least growth in those skills which are more strongly human interaction oriented. Although the difference in perceived growth between behaviors four and nine is not overwhelming, it raises the question, "How can sharing decision making responsibilities with others exist without strengthening the team development process?"

In looking at the students who perceived that they had experienced extensive or some growth in the nine behaviors, the scores ranged from a low of 73 percent (Team Development) to a high of 87 percent (Adapting to Change). At the same time from 9 percent (Adapting to Change) to 21 percent (Confronting Conflict) of the students believed that they

TABLE 12

SUMMARY OF THE PERCEIVED IMPORTANCE OF THE SELECTED LEADERSHIP BEHAVIORS

Behaviors	Percent of Department Chairpersons Rating the Skill as Important or Very Important N = 18	Percent of Students Rating the Skill as Important or Very Important N = 256
1. Confronting Conflict	83	95
2. Shared Decision Making	96	98
3. Team Development	89	94
4. Understanding Yourself	89	94
5. Sensitivity to Value Systems	100	97
6. Seeing from Another's Point of View	95	95
7. Adapting to Change	100	98
8. Identifying Alternatives	94	98
9. Foreseeing Consequences	100	98

Note: Data summarized from Tables 3-11, pp. 46, 48, 49, 51, 53, 54, 56, 58, and 60, respectively.

TABLE 13

SUMMARY OF STUDENT PERCEIVED GROWTH IN THE LEADERSHIP BEHAVIORS

Behaviors	N = 256 Extensive or Some Growth (Percent)	Little or No Growth (Percent)	Uncertain (Percent)
1. Adapting to Change	87	9	5
2. Identifying Alternatives	86	9	5
3. Sensitivity to Value Systems	82	14	4
4. Shared Decision Making	82	14	5
5. Foreseeing Consequences	79	10	11
6. Confronting Conflict	76	21	3
7. Understanding Yourself	76	16	8
8. Seeing from Another's Point of View	75	15	11
9. Team Development	73	19	8

Note: Data summarized from Tables 3-11, pp. 46, 48, 49, 51, 53, 54, 56, 58, and 60, respectively.

had experienced little or no growth in the development of the nine competencies.

Thus it appears that the EPDA programs are doing a reasonably good job in providing for student growth particularly in those skills which are predominately cognitive in nature and which may be done independently of others.

V. SOURCES OF THE GROWTH PRODUCING EXPERIENCES

The next nine tables look at the students' perceptions of the following sources that provided growth-producing experiences. These are:

1. Vocational-technical education courses, professors and internships (VTE).
2. Nonvocational-technical education courses and professors (NVTE).
3. Experiences outside the structured doctoral program (EODP).
4. Other.

Students could check more than one source that resulted in their perceived growth in the nine identified behaviors, thus the following combinations of sources were possible:

1. VTE and NYTE
2. VTE and EODP
3. VTE and other
4. VTE, NVTE, and other
5. VTE, NVTE, and EODP
6. VTE, EODP, and other
7. VTE, NVTE, EODP and other

8. NVTE and EODP
9. NVTE and other
10. NVTE, EODP, and other

Table 14 shows that 30 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in confronting and managing conflict. Voc-Tech Ed. in combination with other sources was listed by 26 percent of the students as providing opportunities resulting in their perceived growth while 39 percent attributed their perceived growth to sources other than Voc-Tech Ed. Courses, Professors and Internships.

Table 15 shows that 34 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in sharing decision making responsibilities with others. The Voc-Tech Ed. framework in combination with other sources was cited by 26 percent of the students as providing opportunities resulting in their perceived growth while 32 percent saw their growth as being unrelated to Voc-Tech Ed. Courses, Professors and Internships.

Table 16 shows that 36 percent of the doctoral students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in developing a group into a team to focus on solving problems. Voc-Tech Ed. in combination with other sources was cited by 26 percent of the students as providing opportunities resulting in their perceived growth while 28 percent attributed their perceived growth to activities and experiences unrelated to Voc-Tech Ed. Courses, Professors and Internships.

TABLE 14

STUDENTS' PERCEPTIONS OF SOURCES PROVIDNG GROWTH EXPERIENCES IN CONFRONTING AND MANAGING CONFLICT

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses Professors and Internships	77	30	77	30
Voc-Tech Ed. in Combination with 11 Other Sources			66	26
1. VTE* and NVTE**	10	4		
2. VTE and EODP***	23	10		
3. VTE and Other	4	2		
4. VTE, NVTE and Other	1	0		
5. VTE, NVTE and EODP	20	8		
6. VTE, EODP, and Other	0	0		
7. VTE, NVTE, EODP and Other	8	3		
All Sources Other than Voc-Tech Ed.			100	39
1. NVTE	33	12		
2. CODP	48	18		
3. Other	9	4		
4. NVTE and EODP	9	4		
5. NVTE and Other	1	0		
6. NVTE, EODP and Other	0	0		
Missing	13	5	13	5
Total	256	100	256	100

*Vocational Technical Education Courses, Professors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

TABLE 15

STUDENTS' PERCEPTIONS OF SOURCES PROVIDING GROWTH EXPERIENCE IN SHARING DECISION MAKING RESPONSIBILITIES WITH OTHERS

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses Professors and Internships	88	34	88	34
Voc-Tech Ed. in Combination with All Other Sources			69	26
1. VTE* and NVTE**	21	8		
2. VTE & EODP***	21	8		
3. VTE and Other	4	2		
4. VTE, NVTE and Other	1	0		
5. VTE, NVTE and EODP	18	7		
6. VTE, EODP and Other	1	0		
7. VTE, NVTE, EODP and Other	3	1		
All Sources Other than Voc-Tech Ed.			82	32
1. NVTE	21	9		
2. EODP	48	20		
3. Other	5	2		
4. NVTE and EODP	5	2		
5. NVTE and Other	3	1		
6. NVTE, EODP and Other	0	0		
Missing	17	7	17	7
Total	256	101	256	99

*Vocational Technical Education Courses, Professors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

TABLE 16

STUDENTS' PERCEPTIONS OF SOURCES PROVIDING GROWTH EXPERIENCES IN DEVELOPING A GROUP INTO A TEAM TO FOCUS ON SOLVING PROBLEMS

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses, Professors and Internships	92	36	92	36
Voc-Tech Ed. in Combination with All Other Sources			66	26
1. VTE* and NVTE**	24	9		
2. VTE and EODP***	21	8		
3. VTE and Other	5	2		
4. VTE, NVTE and Other	0	0		
5. VTE, NVTE and EODP	15	6		
6. VTE, EODP, and Other	1	0		
7. VTE, NVTE, EODP and Other	0	0		
All Sources Other than Voc-Tech Ed.			72	28
1. NVTE	21	8		
2. EODP	38	15		
3. Other	6	2		
4. NVTE and EODP	4	2		
5. NVTE and Other	2	1		
6. NVTE, EODP and Other	1	0		
Missing	26	10	26	10
Total	256	99	256	100

*Vocational Technical Education Courses, Professors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

Table 17 shows that 15 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in understanding yourself. Voc-Tech Ed. in combination with other sources was listed by 27 percent of the stduents as providing opportunities resulting in their perceived growth while 51 percent saw their growth as being unrelated to Voc-Tech Ed. Courses, Professors and Internships.

Table 18 shows that 17 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in being sensitive to value systems different to your own. The Voc-Tech Ed. framework in combination with other sources was cited by 29 percent of the doctoral students as providing growth while 48 percent attributed their perceived growth to activities and experiences unrelated to Voc-Tech Ed. Courses, Professors and Internships.

Table 19 shows that 20 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in seeing how things appear from another person's point of view. Voc-Tech Ed. in combination with other sources was listed by 25 percent of the students as providing opportunities resulting in their perceived growth while 46 percent saw their perceived growth as being totally unrelated to Voc-Tech Ed. Courses, Professors and Internships.

Table 20 shows that 30 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in adapting to change and innovation. Voc-Tech Ed. in combination with other sources was listed by 38 percent of the doctoral

TABLE 17

STUDENTS' PERCEPTIONS OF SOURCES PROVIDING GROWTH EXPERIENCES IN UNDERSTANDING YOURSELF

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses, Professors and Internships	38	15	38	15
Voc-Tech Ed. in Combination with All Other Sources			69	27
1. VTE* and NVTE**	16	6		
2. VTE and EODP***	6	2		
3. VTE and Other	3	1		
4. VTE, NVTE and Other	0	0		
5. VTE, NVTE and EODP	33	12		
6. VTE, EODP, and Other	0	0		
7. VTE, NVTE, EODP and Other	11	4		
All Sources Other than Voc-Tech Ed.			130	51
1. NVTE	38	15		
2. EODP	61	24		
3. Other	15	6		
4. NVTE and EODP	13	5		
5. NVTE and Other	2	1		
6. NVTE, EODP and Other	1	0		
Missing	19	7	19	7
Total	256	98	256	100

*Vocational Technical Education Courses, Professors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

TABLE 18

STUDENTS' PERCEPTIONS OF SOURCES PROVIDING GROWTH EXPERIENCES IN BEING SENSITIVE TO VALUE SYSTEMS DIFFERENT TO YOUR OWN

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses, Professors and Internships	43	17	43	17
Voc-Tech Ed. in Combination with All Other Sources			73	29
1. VTE* and NVTE**	23	9		
2. VTE and EODP***	12	5		
3. VTE and Other	2	1		
4. VTE, NVTE and Other	0	0		
5. VTE, NVTE and EODP	28	11		
6. VTE, EODP and Other	1	0		
7. VTE, NVTE, EODP and Other	7	3		
All Sources Other than Voc-Tech Ed.			124	48
1. NVTE	40	16		
2. EODP	54	21		
3. Other	6	2		
4. NVTE and EODP	20	8		
5. NVTE and Other	4	1		
6. NVTE, EODP and Other	0	0		
Missing	16	6	16	6
Total	256	100	256	100

*Vocational Technical Education Courses, Porfessors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

TABLE 19

STUDENTS' PERCEPTIONS OF SOURCES PROVIDING GROWTH EXPERIENCES IN SEEING HOW THINGS APPEAR FROM ANOTHER PERSON'S POINT OF VIEW

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses Professors and Internships	51	20	51	20
Voc-Tech Ed. in Combination with All Other Sources			65	25
1. VTE* and NVTE**	13	5		
2. VTE and EODP***	9	4		
3. VTE and Other	4	2		
4. VTE, NVTE and Other	3	1		
5. VTE, NVTE and EODP	32	12		
6. VTE, EODP, and Other	0	0		
7. VTE, NVTE, EODP and Other	4	2		
All Sources Other than Voc-Tech Ed.			118	46
1. NVTE	35	14		
2. EODP	61	24		
3. Other	8	3		
4. NVTE and EODP	13	5		
5. NVTE and Other	1	0		
6. NVTE, EODP and Other	0	0		
Missing	22	8	22	8
Total	256	100	256	99

*Vocational Technical Education Courses, Professors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

TABLE 20

STUDENTS' PERCEPTION OF SOURCES PROVIDING GROWTH EXPERIENCES IN ADAPTING TO CHANGE AND INNOVATION

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses, Professors and Internships	77	30	77	30
Voc-Tech Ed. in Combination with All Other Sources			98	38
1. VTE* and NVTE**	18	7		
2. VTE and EODP***	31	12		
3. VTE and Other	4	1		
4. VTE, NVTE and Other	0	0		
5. VTE, NVTE and EODP	40	16		
6. VTE, EODP, and Other	0	0		
7. VTE, NVTE, EODP and Other	5	2		
All Sources Other than Voc-Tech Ed.			62	24
1. NVTE	15	6		
2. EODP	30	12		
3. Other	8	3		
4. NVTE and EODP	6	2		
5. NVTE and Other	3	1		
6. NVTE, EODP and Other	0	0		
Missing	19	7	19	7
Total	256	99	256	99

*Vocational Technical Education Courses, Professors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

candidates as providing opportunities resulting in their perceived growth while 24 percent attributed their growth to sources other than Voc-Tech Ed. Courses, Professors and Internships.

Table 21 shows that 27 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in being able to identify a number of alternatives as solutions to a problem. Voc-Tech Ed. in combination with other sources was cited by 23 percent of the students as providing opportunities for their perceived growth while 40 percent attributed their growth to activities and experiences unrelated to Voc-Tech Ed. Courses, Professors and Internships.

Table 22 shows that 30 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as the single source promoting growth in being able to foresee the consequences of various alternative solutions to a problem. Voc-Tech Ed. in combination with other sources was listed by 30 percent of the students as providing opportunities resulting in their perceived growth while 27 percent attributed their growth to sources other than Voc-Tech Ed. Courses, Professors and Internships.

The preceding series of tables dealt with the question "To what extent are vocational education departments providing experiences and promoting growth in the selected leadership behaviors?"

At least 66 percent of the students identified Voc-Tech Ed. Courses, Professors and Internships as providing opportunities for the development of competency in (1) adapting to change, (2) foreseeing consequences of

TABLE 21

STUDENTS' PERCEPTIONS OF SOURCES PROVIDING GROWTH EXPERIENCES IN BEING ABLE TO IDENTIFY A NUMBER OF ALTERNATIVES AS SOLUTIONS TO A PROBLEM

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses, Professors and Internships	69	27	69	27
Voc-Tech Ed. in Combination with All Other Sources			58	23
1. VTE* and NVTE**	32	13		
2. VTE and EODP***	19	7		
3. VTE and Other	2	0		
4. VTE, NVTE and Other	0	0		
5. VTE, NVTE and EODP	1	0		
6. VTE, EODP, and Other	0	0		
7. VTE, NVTE, EODP and Other	4	2		
All Sources Other than Voc-Tech Ed.			104	40
1. NVTE	35	14		
2. EODP	27	10		
3. Other	5	2		
4. NVTE and EODP	1	0		
5. NVTE and Other	1	0		
6. NVTE, EODP and Other	35	14		
Missing	25	10	25	10
Total	256	99	256	100

*Vocational Technical Education Courses, Professors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

TABLE 22

STUDENTS' PERCEPTIONS OF SOURCES PROVIDING GROWTH EXPERIENCES IN BEING ABLE TO FORESEE THE CONSEQUENCES OF VARIOUS SOLUTIONS TO A PROBLEM

Sources	Students' Perceptions of the Sources which Provided the Growth Experiences N = 256			
	Subtotal		Total	
	Number	Percent	Number	Percent
Voc-Tech Ed. Courses, Professors and Internships	79	30	79	30
Voc-Tech Ed. in Combination with All Other Sources			77	30
1. VTE* and NVTE**	20	8		
2. VTE and EODP***	18	7		
3. VTE and Other	1	0		
4. VTE, NVTE and Other	0	0		
5. VTE, NVTE and EODP	35	14		
6. VTE, EODP, and Other	0	0		
7. VTE, NVTE, EODP and Other	2	1		
All Sources Other than Voc-Tech Ed.			68	27
1. NVTE	24	10		
2. EODP	36	14		
3. Other	7	3		
4. NVTE and EODP	1	0		
5. NVTE and Other	0	0		
6. NVTE, EODP and Other	1	0		
Missing	32	13	32	13
Total	256	100	256	100

*Vocational Technical Education Courses, Professors and Internships.

**Nonvocational Technical Education Courses and Professors.

***Experiences Outside the Structured Doctoral Program.

Note: Some percentages may not equal 100 because of rounding.

various alternatives, (3) developing a group into a team to focus on problem solving and (4) sharing decision making responsibilities with others.

At least 41 percent of the students did not see Voc-Tech Ed. Courses, Professors and Internships as providing growth experiences in (1) confronting and managing conflict, (2) identifying alternatives as solutions to problems, (3) seeing from another's point of view, (4) being sensitive to value systems different to their own and (5) understanding yourself.

These data are presented in summary Table 23.

VI. EXPERIENCES PROMOTING GROWTH

This final series of nine tables categorize the open-ended responses that students and department chairpersons made regarding the types of experiences provided in the EPDA doctoral programs that would or did encourage growth in the selected leadership behaviors. Thus these tables show:

1. Major categories of experiences that students identified as promoting growth in the selected leadership behaviors.
2. Major categories of experiences in the doctoral program identified by department chairpersons that would provide for growth in the selected leadership behaviors.
3. Similarities and differences between the students' perceptions of growth-producing experiences and perceptions of department chairpersons regarding the experiences provided in the doctoral programs.

TABLE 23

STUDENTS' PERCEPTION OF SOURCES PROVIDING GROWTH EXPERIENCES

Behaviors	N = 256				
	VTE Cited Singularly and in Combination with Other Sources Percent	Subparts of Column 1		All Sources Other than VTE Percent	Total Column 1 and Column 4 Percent
		VTE Only Percent	VTE in Combination with Other Sources Percent		
1. Adapting to Change	74	32	42	25	99
2. Foreseeing Consequences	69	35	34	31	100
3. Team Development	68	40	28	31	99
4. Shared Decision Making	66	37	29	34	100
5. Confronting Conflict	59	32	27	41	100
6. Identifying Alternatives	55	30	25	44	99
7. Seeing from Another's Point of View	50	22	29	50	100
8. Sensitivity to Value Systems	49	18	31	51	100
9. Understanding Yourself	45	16	29	54	99

Note: Data summarized from Tables 14-22, pages 66, 67, 68, 70, 71, 72, 73, 75, and 76, respectively.

Some scores don't equal 100 percent due to combining and rounding.

Categories of responses were not considered significant and thus were not discussed in the analysis of data unless they were mentioned by at least 15 percent of either group of respondents. An analysis of the tables was made to:

1. Extract the most important categories mentioned by at least 15 percent of the students.
2. Extract the most important categories mentioned by at least 15 percent of the department chairpersons.
3. Identify discrepancies of at least 15 percent between students' perceptions and department chairpersons' perceptions.
4. Rank order according to frequency of responses the categories of activities identified by students as promoting their perceived growth in the group of behaviors.
5. Rank order according to frequency of responses the categories of activities identified by department chairpersons which would foster growth in the selected behaviors.

Table 24 shows that 61 percent of the department chairpersons listed Internships and Field Experiences as the major category of events that would provide for student growth in confronting and managing conflict. Students (34 percent) also listed Internships and Field Experiences as the major broad category of events that actually contributed to their growth in this skill during their doctoral programs.

The second most oftenmentioned category of experiences listed by both department chairpersons and students as providing for growth in confronting and managing conflict was Courses and Seminars. This was

TABLE 24

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN CONFRONTING AND MANAGING CONFLICT

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference between Students and Department Chairpersons
	Number of Responses	Percent	Number of Responses	Percent	Percent
Internships and Field Experiences	86	34*	11	61*	27*
Courses and Seminars	78	30*	8	44*	14
Interacting with Others	36	14	3	17*	3
Being in Positions of Responsibility	32	13	3	17*	4
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	20	8	1	6	2
Working with Individuals, Groups and Organizations	17	6	0	0	6
Participating in Professional Activities	17	6	1	6	0
Teaching Strategies Utilized by Instructors	11	4	7	39*	35*
Intrapersonal Experiences and Commitment to Growth	10	4	0	0	4
Employment and Work Experiences	7	3	0	0	3
Activities Apart from Campus Life	5	2	0	0	0
Acknowledged Inadequacies	2	0	3	17*	17*
Learning Strategies for Problem Solving	1	0	0	0	0

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent or more of the respondents.

listed by 30 percent of the students and 44 percent of the department chairpersons.

Department chairpersons (39 percent) listed Teaching Strategies Utilized by Instructors as providing for student growth in conflict management at their respective institutions. However, only 4 percent of the students listed items in this category as providing for their growth in conflict management.

A broad category of Interacting with Others was created to include a significant number of responses by students and department chairpersons. This category included items such as:

1. Interacting with other EPDA students.
2. Interacting with many new people with different backgrounds.
3. Interacting with faculty.
4. Living in campus housing.

Seventeen percent of the department chairpersons listed items that were categorized as inadequate opportunities for the development of such skills. The following responses from department chairpersons were categorized as acknowledged inadequacies:

1. "Nothing provided on a regular basis."
2. "We do not do as much as we should."
3. "Not deliberately planned."
4. "A traditional system in vocational education has not given time to some of these very important concepts in training of leaders which are so necessary today. Only about 25 percent of our faculty would agree with this approach but we keep hoping and trying."

Less than 1 percent of the students listed items that came under the same category.

Department chairpersons (17 percent) listed items that were categorized as Being in Positions of Responsibility as contributing to student growth in conflict management. Typical items in this category were:

1. Serving on committees.
2. Leadership positions in EPDA organizations.
3. Program planning and organization.

Students (13 percent) also listed such experiences as contributing to their growth and development. Typical of student responses in this category were:

1. Participation and leadership in EPDA organization, clubs, or councils.
2. Committee assignments.
3. Planning workshops, conferences and seminar programs.

Table 25 shows that 89 percent of the department chairpersons listed Being in Positions of Responsibility as the major category of experience that would provide for student growth in sharing decision making responsibilities with others. Items such as the following were included in this category:

1. Serving on committees.
2. Having responsibilities as an EPDA person for assigned jobs or tasks throughout the year.
3. Program planning and organization.

TABLE 25

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN SHARING DECISION MAKING RESPONSIBILITIES WITH OTHERS

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference between Students and Department Chairpersons
	Number of Responses	Percent	Number of Responses	Percent	Percent
Internships and Field Experiences	70	29*	6	33*	6
Courses and Seminars	48	19*	3	17*	2
Being in Positions of Responsibility	32	13	16	89*	76*
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	20	8	0	0	8
Working with Individuals, Groups and Organizations	14	5	4	22*	17*
Interacting with Others	14	5	0	0	5
Teaching Strategies Utilized by Instructors	12	5	2	11	6
Intrapersonal Experiences and Commitment to Growth	8	3	0	0	3
Participating in Professional Activities	8	3	0	0	3
Employment and Work Experience	7	3	1	6	3
Acknowledged Inadequacies	5	2	0	0	2
Activities Apart from Campus Life	1	0	0	0	0
Learning Strategies for Problem Solving	1	0	0	0	0

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent of more of the respondents.

However, only 13 percent of the students listed being in positions of responsibility as contributing to their ability to share decision making responsibilities with others.

Department chairpersons (33 percent) listed Internships and Field Experiences as the second category of events that would contribute to student growth in learning to share decision making responsibilities with others. Items in this category were listed by 27 percent of the students as contributing to their perceived growth in this behavior.

A broad category of Working with Individuals, Groups and Organizations was created to include a significant number of responses by students and department chairpersons. This category included such experiences as:

1. Consultant to local advisory committee.
2. Involvement in group projects and activities.
3. T-Group experience.
4. Working with the disadvantaged.
5. Attending departmental and graduate school faculty meetings.

Department chairpersons (22 percent) listed items in this category as providing for student growth in learning to share decision making responsibilities while only 5 percent of the students listed these items as providing for their growth in this behavior.

Both students (19 percent) and department chairpersons (17 percent) listed Courses and Seminars as providing opportunities for growth in sharing decision making responsibilities with others.

Table 26 shows that 78 percent of the department chairpersons listed items that were categorized as Being in Positions of Responsibility as

TABLE 26

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN DEVELOPING A GROUP INTO A TEAM TO FOCUS ON SOLVING PROBLEMS

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference between Students and Department Chairpersons
	Number of Responses	Percent	Number of Responses	Percent	Percent
Courses and Seminars	66	26*	6	33*	7
Internships and Field Experiences	44	17*	7	39*	22*
Being in Positions of Responsibility	27	11	14	78*	67*
Teaching Strategies Utilized by Instructors	26	10	1	5	5
Interacting with Others	23	9	2	11	2
Working with Individuals, Groups and Organizations	14	5	3	17*	12
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	12	5	1	5	0
Employment and Work Experiences	8	3	0	0	3
Acknowledged Inadequacies	8	3	0	0	3
Participating in Professional Activities	7	3	1	5	2
Intrapersonal Experiences and Commitment to Growth	3	1	0	0	1
Activities Apart from Campus Life	0	0	0	0	0
Learning Strategies for Problem Solving	0	0	0	0	0

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent or more of the respondents.

contributing to student growth in developing a group into a team to focus on solving problems. Included in this category were such items as:

1. Serving on committees.
2. Having responsibilities as an EPDA person for assigned jobs and tasks throughout the year.
3. Program planning and organization.
4. Leadership positions, in EPDA organization (club or council).

A much smaller percentage of students (11 percent) identified experiences in this category as contributing to their growth in developing a group into a team to focus on problem solving. Typical experiences that students listed as contributing to their growth in this behavior were:

1. Planning workshops, conferences and seminar programs.
2. Participation and leadership in EPDA organizations (clubs, councils).
3. Committee assignments.

A second category of experiences (Courses and Seminars) was listed by both department chairpersons and students as providing for growth in developing a group into a team to focus on problem solving. This category was mentioned by 26 percent of the students and 33 percent of the department chairpersons.

The broad category of Working with Individuals, Groups and Organizations was listed by 17 percent of the department chairpersons as providing opportunities for growth in developing a group into a team to focus on problem solving. Items such as the following were classified in this manner:

1. Consultant to a local advisory committee.
2. Involvement in group projects and activities.
3. T-group experiences.
4. Working with the disadvantaged.
5. Attending departmental and graduate school faculty meetings.
6. Working with teachers and student teachers.
7. Working with local schools.

Only 5 percent of the EPDA students listed such items as promoting their growth in this behavior.

The category of Internships and Field Experiences was identified by 39 percent of the department chairpersons and 17 percent of the EPDA students as providing growth producing experiences in developing a group into a team to focus on solving problems.

Table 27 shows that 67 percent of the department chairpersons listed Courses and Seminars as the major category of events that would provide for student growth in understanding yourself. Students (17 percent) also listed Courses and Seminars as the broad category of experiences that actually contributed to their growth in self-understanding. This category included such items as:

1. Courses in educational psychology.
2. Transactional analysis workshop.
3. Group dynamics and human relations courses.

Department chairpersons (39 percent) listed items that were categorized as Basic Expectations, Responsibilities and Factors Inherent in the Doctoral Program as contributing to student growth in self-understanding. Typical items in this category were:

TABLE 27

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN UNDERSTANDING YOURSELF

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference between Students and Department Chairpersons
	Number of Responses	Percent	Number of Responses	Percent	Percent
Courses and Seminars	44	17*	12	67*	50*
Interacting with Others	36	14	3	17*	3
Intrapersonal Experiences and Commitment to Growth	29	11	0	0	11
Internships and Field Experiences	24	9	1	6	3
Working with Individuals, Groups and Organizations	18	7	0	0	7
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	16	6	7	39*	33*
Teaching Strategies Utilized by Instructors	8	3	3	17*	14
Activities Apart from Campus Life	7	3	0	0	3
Participating in Professional Activities	5	2	0	0	2
Being in Positions of Responsibility	3	1	1	6	5
Acknowledged Inadequacies	2	0	1	6	6
Employment and Work Experiences	1	0	0	0	0
Learning Strategies for Problem Solving	0	0	0	0	0

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent or more of the respondents.

1. Research.
2. Openness and flexibility of the graduate program.
3. Readings.
4. Working with advisor.
5. Carrel living.

A small number of student responses (6 percent) listed such experiences as contributing to their growth in self-understanding. Typical student responses were:

1. Working with faculty members.
2. The total graduate atmosphere and experience.
3. The inner-city location of the university.
4. Dissertation work and research projects.

A broad category of Interacting with Others was listed by both students (14 percent) and department chairpersons (17 percent) as providing for student growth in understanding of self. The following items are types of experiences listed this category:

1. Interacting with other EPDA fellows and graduate students.
2. Interacting with campus visitors and speakers.
3. Informal bull sessions.
4. Cross cultural dialogue and experiences.
5. Interacting with many new people with different backgrounds, values and experiences.

Department chairpersons (17 percent) listed Teaching Strategies Utilized by Instructors as providing for student growth in self-understanding at their respective institutions. However, only 3 percent

of the students listed teaching strategies utilized by instructors as supporting their perceived growth. Typical items included in the teaching strategies category were:

1. Simulation activities.
2. Role playing.
3. Class projects.
4. Field trips.
5. Readings.
6. Independent study.
7. Class discussions.

Table 28 shows that 73 percent of the department chairpersons listed Courses and Seminars as the major category of experiences which would provide for student growth in being sensitive to value systems different from their own. Only 16 percent of the students identified such experiences as actually contributing to their growth in becoming more sensitive to different value systems.

A second category of experiences listed by both students and department chairpersons as providing for student growth in being sensitive to different value systems was Internships and Field Experiences. This was listed by 28 percent of the department heads and 14 percent of the students.

Items categorized as Participating in Professional Activities were listed by 22 percent of the department chairpersons as contributing to student growth in being sensitive to different value systems. Included in this category were such experiences as:

TABLE 28

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN BEING SENSITIVE TO VALUE SYSTEMS DIFFERENT TO YOUR OWN

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference between Students and Department Chairpersons
	Number of Responses	Percent	Number of Responses	Percent	Percent
Interacting with Others	56	22*	4	22*	0
Courses and Seminars	40	16*	13	73*	57*
Internships and Field Experiences	35	14	5	28*	14
Teaching Strategies Utilized by Instructors	9	4	5	28*	24*
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	7	3	1	6	3
Intrapersonal Experiences and Commitment to Growth	5	2	0	0	2
Activities Apart from Campus Life	4	2	0	0	2
Being in Positions of Responsibility	3	1	2	11	10
Working with Individuals, Groups and Organizations	9	1	1	6	5
Participating in Professional Activities	2	0	4	22*	22*
Employment and Work Experiences	2	0	0	0	0
Acknowledged Inadequacies	1	0	2	11	11
Learning Strategies for Problem Solving	0	0	0	0	0

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent or more of the respondents.

1. Attending conferences, conventions, workshops, meetings and hearings.
2. Professional association activities.
3. Development of curriculum materials.

Less than 1 percent of the students listed such experiences as facilitating their growth in being sensitive to value systems different to their own.

Twenty-two percent of the students listed items that were categorized as Interacting with Others as contributing to their growth in being sensitive to value systems different from their own. Likewise 22 percent of the department chairpersons also listed such items as providing for student growth.

Twenty-eight percent of the department chairpersons identified items classified as Teaching Strategies Utilized by Instructors as providing for student growth in being sensitive to value systems different to your own. However, only 4 percent of the students identified such items as facilitating their growth.

Table 29 shows that 39 percent of the department chairpersons listed Teaching Strategies used by Instructors as the major category of experiences which would provide for student growth in seeing how things appear from another person's point of view. Items such as the following were included in this category:

1. Stimulation activities.
2. Role playing.
3. Class projects.

TABLE 29

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN SEEING HOW THINGS APPEAR FROM ANOTHER PERSON'S POINT OF VIEW

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference between Students and Department Chairpersons Percent
	Number of Responses	Percent	Number of Responses	Percent	
Internships and Field Experiences	34	13	3	17*	4
Courses and Seminars	30	12	0	0	12
Intrapersonal Experiences and Commitment to Growth	14	5	0	0	5
Being in Positions of Responsibility	14	5	2	11	6
Working with Individuals, Groups and Organizations	13	5	2	11	6
Interacting with Others	11	4	1	6	2
Teaching Strategies Utilized by Instructors	7	3	7	39*	36*
Employment and Work Experiences	3	1	0	0	1
Acknowledged Inadequacies	3	1	5	28*	27*
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	3	1	0	0	1
Participating in Professional Activities	2	0	1	6	6
Activities Apart from Campus Life	0	0	0	0	0
Learning Strategies for Problem Solving	0	0	0	0	0

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent or more of the respondents.

4. Field trips.
5. Readings.
6. Independent study.
7. Class discussion.

Only 3 percent of the students listed such activities as facilitating their growth in seeing how things appear from another person's point of view.

Department chairpersons (28 percent) also listed comments that were categorized as acknowledged inadequacies in their respective doctoral programs for providing opportunities for student growth in seeing from another person's point of view. Such statements as the following were categorized as Acknowledged Inadequacies:

1. A development area that is lacking in our program.
2. Experiences not available.
3. No experiences were provided or engaged in which provide opportunities for growth.
4. Nothing.
5. We do not do as much as we should.

One percent of the students listed items that came under this same category.

Internships and Field Experiences was the category of experiences listed most frequently by students (13 percent). This was listed third by department chairpersons (17 percent) as providing opportunities for growth in seeing how things appear from another person's point of view.

Table 30 shows that 61 percent of the department chairpersons listed Courses and Seminars as the major category of events that would provide

TABLE 30

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN ADAPTING TO CHANGE AND INNOVATION

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference between Students and Department Chairpersons
	Number of Responses	Percent	Number of Responses	Percent	Percent
Internships and Field Experiences	39	15*	5	28*	13
Courses and Seminars	38	15*	11	61*	46*
Interacting with Others	28	11	2	11	0
Teaching Strategies Utilized by Instructors	20	8	2	11	3
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	17	6	4	22*	16*
Intrapersonal Experiences and Commitment to Growth	12	5	0	0	5
Participating in Professional Activities	6	2	2	11	9
Working with Individuals, Groups and Organizations	4	2	0	0	2
Activities Apart from Campus Life	3	1	0	0	1
Acknowledged Inadequacies	3	1	0	0	1
Learning Strategies for Problem Solving	3	0	2	11	11
Being in Positions of Responsibility	2	0	2	11	11
Employment and Work Experiences	1	0	0	0	0

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent or more of the respondents.

for student growth in adapting to change and innovation. Students (15 percent) also listed Courses and Seminars as the major category of events that actually contributed to their growth in adapting to change and innovation.

The second most often mentioned category of experiences listed by both department chairpersons and students as providing for student growth in adapting to change and innovation was Internships and Field Experiences. This was listed by 15 percent of the students and 28 percent of the department chairpersons.

The broad category Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program was listed by 22 percent of the department chairpersons as providing opportunities for growth in adapting to change and innovation. This category included items as:

1. Working with advisor and faculty members.
2. The total graduate atmosphere and experience.
3. Dissertation work and research projects.

Only 6 percent of the students identified such experiences as being supportive of their growth in learning to adapt to change and innovation.

Table 31 shows that 50 percent of the department chairpersons listed Courses and Seminars as the major category of events that would provide for student growth in being able to identify a number of alternatives as solutions to a problem. However, only 13 percent of the students listed Courses and Seminars as providing for their perceived growth in this skill.

A second category of experiences listed by 39 percent of the department chairpersons as providing for growth in this skill was

TABLE 31

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN BEING ABLE TO IDENTIFY A NUMBER OF ALTERNATIVES AS SOLUTIONS TO A PROBLEM

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference Between Students and Department Chairpersons
	Number of Responses	Percent	Number of Responses	Percent	Percent
Internships and Field Experiences	35	14	5	28*	14
Courses and Seminars	32	13	9	50*	37*
Teaching Strategies Utilized by Instructors	21	8	7	39*	31*
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	14	5	2	11	6
Learning Strategies for Problem Solving	8	3	3	17*	14
Being in Positions of Responsibility	6	2	4	22	20*
Interactings with Others	11	1	3	17*	16*
Participating in Professional Activities	3	1	0	0	1
Acknowledged Inadequacies	2	0	1	6	6
Working with Individuals, Groups and Organizations	1	0	0	0	0
Intrapersonal Experiences and Commitment to Growth	0	0	0	0	0
Activities Apart from Campus Life	0	0	0	0	0

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent or more of the respondents.

Teaching Strategies Utilized by Instructors. This category included such items as:

1. Simulation activities.
2. Role playing.
3. Class projects.
4. Field trips.
5. Reading assignments.
6. Independent study.
7. Class discussions.

Only 8 percent of the students listed Teaching Strategies used by instructors as providing for their growth in being able to identify a number of alternatives as solutions to a problem.

Both students (14 percent) and department chairpersons (28 percent) cited Internships and Field Experiences as providing for growth in being able to identify a number of alternatives as solutions to a problem.

Department chairpersons (22 percent) listed Being in Positions of Responsibility as contributing to growth in the identification of alternatives as solutions to a problem. However, only 2 percent of the students cited items in this category as actually contributing to their growth. Items in the category Being in Positions of Responsibility included:

1. Serving on committees.
2. Participation and leadership in EPDA organization, club or council.
3. Planning workshops, conferences and seminar programs.

A broad category pertaining to learning strategies for problem solving was created to include a number of responses by students and department chairpersons. Included in this category were such items as:

1. Learning MBO approach and techniques.
2. Learning PERT.
3. Using the problem solving method.
4. Conflict and critical incident approach.
5. Systems theory approach.

Department chairpersons (17 percent) listed such items which would provide for student growth in the identification of alternative solution to a problem while 3 percent of the students listed such items as having contributed to their growth in this competency.

Department chairpersons (17 percent) identified the broad category Interacting with Others as providing for growth in the identification of alternatives as solutions to a problem.

Included in this category were such items as:

1. Guest speakers to focus on special concerns.
2. Spending an extensive amount of time with a high level administrator both at home and at work.
3. Interacting with advisor and faculty.
4. Interacting with other graduate students.
5. Formal and informal group discussions.

Only 1 percent of the students identified such items as facilitating their growth in developing their ability to identify a number of alternatives as solutions to a problem.

Table 32 shows that 39 percent of the department chairpersons listed Internships and Field Experiences as the major category of events that would provide growth for students in being able to foresee the consequences of various alternative solutions to a problem. However, less than 1 percent of the students felt that internships and field experiences contributed to their growth in being able to foresee consequences of various alternatives.

Students (23 percent) identified Courses and Seminars as the major category of activities which resulted in their perceived growth in being able to foresee the consequences of various alternative courses of action. Department chairpersons (33 percent) also identified Courses and Seminars as providing opportunities for student growth in this skill.

Department chairpersons (17 percent) listed items that were categorized as Basic Expectations, Responsibilities and Factors Inherent in the Doctoral Program as contributing to student growth in being able to foresee consequences. Items such as the following were included in the category:

1. Dissertation and research.
2. Carrel living.
3. Broad flexible nature of the doctoral program.
4. The total graduate atmosphere and experience.

Students (11 percent) also listed such items as contributing to their perceived growth in being able to foresee consequences of various alternative solutions to a problem.

Department chairpersons (28 percent) listed Teaching Strategies Utilized by Instructors as providing opportunities for student growth

TABLE 32

PERCEIVED EXPERIENCES SUPPORTING GROWTH IN BEING ABLE TO FORESEE THE CONSEQUENCES OF VARIOUS ALTERNATIVE SOLUTIONS TO A PROBLEM

Categories of Experiences which Supported Growth in this Behavior	EPDA Students N = 256		Department Chairpersons N = 18		Difference between Students and Department Chairpersons
	Number of Responses	Percent	Number of Responses	Percent	Percent
Courses and Seminars	58	23*	6	33*	10
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	28	11	3	17*	6
Learning Strategies for Problem Solving	9	11	1	6	5
Employment and Work Experiences	12	5	0	0	5
Teaching Strategies Utilized by Instructors	9	4	5	28*	24*
Interacting with Others	7	3	1	6	3
Participating in Professional Activities	5	2	1	6	4
Being in Positions of Responsibility	5	2	0	0	2
Intrapersonal Experiences and Commitment to Growth	5	2	0	0	2
Acknowledged Inadequacies	2	0	2	11	11
Internships and Field Experiences	2	0	7	39*	39*
Activities Apart from Campus Life	0	0	0	0	0
Working with Individuals, Groups and Organizations	0	0	1	6	6

Note: Respondents may list responses in more than one category.

*Categories mentioned by 15 percent or more of the respondents.

in being able to foresee consequences. Only 4 percent of the students listed Teaching Strategies Utilized by Instructors as contributing to their growth in this competency.

In summary, a major question with which this series of tables dealt was, "What experiences do students perceive that they have had during their doctoral programs at their respective institutions that actually contributed to their perceived growth in the selected leadership competencies?"

In rank order according to frequency of responses (Table 33) students identified (1) Courses and Seminars, (2) Internships and Field Experiences and (3) Interacting with Others as the Major categories of experiences which contributed to their growth in the nine selected behaviors.

Mentioned less frequently were: (1) Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program, (2) Being in Positions of Responsibility, (3) Teaching Strategies Utilized by Instructors.

Cited infrequently but nevertheless as activities fostering growth were: (1) Working with Individuals, Groups and Organizations, (2) Intrapersonal Activities, (3) Employment and Work Experiences, (4) Learning Strategies for Problem Solving, and (5) Activities Apart from Campus Life.

Although the data collecting instrument did not solicit statements of what was lacking in the doctoral programs, students made such responses which were classified as Inadequate Opportunities Available.

TABLE 33

SUMMARY OF EXPERIENCES PROVIDED THAT PROMOTED STUDENT GROWTH IN THE GROUP OF LEADERSHIP BEHAVIORS

Rank Order of Categories of Experiences Which Provided for Student Growth	Students' Responses to Group of Behaviors N = 256 Number of Responses
Courses and Seminars	434
Internships and Field Experiences	369
Interacting with Others	222
Basic Expectations, Responsibilities, and Factors Inherent in the Doctoral Program	137
Being in Positions of Responsibility	124
Teaching Strategies Utilized by Instructors	123
Working with Individuals, Groups and Organizations	90
Intrapersonal Experiences and Commitment to Growth	86
Participating in Professional Activities	55
Employment and Work Experience	42
Acknowledged Inadequacies	28
Learning Strategies for Problem Solving	22
Activities Apart from Campus Life	20

Note: Respondents could make multiple responses.

Tables 24-32, pages 80, 83, 85, 88, 91, 93, 95, 97, and 101, respectively, show that for 8 of the 12 categories of experiences department chairpersons ideitnfied a greater number of opportunities for growth than did students.

The summary data are presented in Table 33.

A second major question with which this series of tables dealt was, "What experiences do department chairpersons perceive to be provided for in the EPDA doctoral programs at their respective institutions that would foster student growth in the leadership competencies identified for this study?"

In rank order according to the frequencies of responses (Table 34) the department chairpersons identified (1) Courses and Seminars, (2) Internships and Field Experiences, (3) Being in Positions of Responsibility and (4) Teaching Strategies Utilized by Instructors as the four major activities and experiences being provided in their respective doctoral programs which would provide for growth in the selected behaviors.

Mentioned less frequently but nevertheless as activities with growth producing potential were: (1) Basic expectations and responsibilities of the doctoral program, (2) Interacting with Others, (3) Working with Individuals and Groups, (4) Participation in Professional Activities, (5) Learning Strategies for Problem Solving, (6) Employment and Work Experience. Department chairpersons did not see (1) Intrapersonal Experiences and Commitment to Growth and (2) Activities Apart from Campus Life as vehicles for growth in the selected leadership skills.

Although the data collecting instrument did not solicit information about what was lacking in the program, department chairpersons made such responses which were classified as acknowledged inadequacies. Department chairpersons acknowledged that not enough was being done or that inadequate opportunities were provided to foster growth in six of the nine selected behaviors. These behaviors were:

1. Confronting and managing conflict.
2. Understanding yourself.
3. Being sensitive to value systems different to your own.
4. Seeing how things appear from another person's point of view.
5. Being able to identify a number of alternatives as solutions to a problem.
6. Being able to foresee the consequences of various alternative solutions to a problem.

The summary data summarized from Tables 24-32, pages 80, 83, 85, 88, 91, 93, 95, 97, and 101 are presented in Table 34.

TABLE 34

SUMMARY OF EXPERIENCES PROVIDED THAT WOULD PROMOTE STUDENT GROWTH IN THE GROUP OF LEADERSHIP BEHAVIORS

Rank Order of Categories of Experiences which Would Provide for Student Growth	Department Chairpersons' Responses to the Group of Behaviors N = 18 Number of Responses
Courses and Seminars	68
Internships and Field Experiences	50
Being in Positions of Responsibility	44
Teaching Strategies Utilized by Instructors	39
Basic Expectations and Responsibilities of the Doctoral Program	19
Interacting with Others	19
Acknowledged Inadequacies	14
Working with Individuals, Groups and Organizations	11
Participation in Professional Activities	10
Learning Strategies for Problem Solving	6
Employment and Work Experience	2
Activities Apart from Campus Life	0
Intrapersonal Experiences and Commitment to Growth	0

Note: Respondents could make multiple responses.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

The major purposes of this study were (1) to assess the perceptions of EPDA graduate students and department chairpersons regarding the importance of selected leadership behaviors and the opportunities for developing those behaviors as a result of the EPDA doctoral programs in vocational education, and (2) to assess the perceptions of EPDA fellows regarding their growth in the selected leadership skills as a result of their doctoral programs.

Specifically the study attempted to answer the following questions:

1. Did students and department chairpersons share similar views of the importance of the selected leadership behaviors?
2. Did students perceive themselves as increasing their leadership skills while being in the EPDA doctoral programs?
3. To what extent did vocational education departments provide experiences and promote growth in the selected behaviors?
4. What experiences did department chairpersons identify in the EPDA doctoral programs at their respective institutions that foster student growth in the leadership competencies identified for this study?

5. What experiences did students perceive that they had had during their doctoral programs at their respective institutions that actually contributed to their perceived growth in the selected leadership competencies?

From the literature on change, leadership, and organizational development, a list of nine leadership behaviors was developed and presented in questionnaire form. Conceptually these leadership behaviors were categorized according to structure-consideration dimensions of leadership. The questionnaire was pilot tested on a select group of vocational education EPDA students and two vocational education leaders. The researcher made adjustments consistent with the suggestions.

The questionnaire was then mailed to all 287 individuals who received EPDA doctoral fellowship awards throughout the United States between 1970-1972. In addition, a similar questionnaire was mailed to all vocational education department chairpersons at the 18 institutions having EPDA doctoral programs in vocational education. The percentage of response to the questionnaires which represented the sample for this study was as follows: 256 students responded (89 percent); all 18 department chairpersons responded (100 percent) (see Table 1, page 38).

The nine selected leadership behaviors studied were:

1. Confronting and managing conflict.
2. Sharing decision making responsibilities with others.
3. Developing a group into a team to focus on solving problems.
4. Understanding yourself.
5. Being sensitive to value systems different to your own.

6. Seeing how things appear from another person's point of view.
7. Adapting to change and innovation.
8. Being able to identify a number of alternatives as solutions to a problem.
9. Being able to foresee the consequences of various alternative solutions to a problem.

The major findings and conclusions of this study were:

1. Department chairpersons and students overwhelmingly agree that the functional leadership skills identified for this study are important skills for people in vocational education leadership positions to develop.

2. A large majority (79 percent) of the doctoral candidates feel that they made extensive or some growth in the development of the selected leadership skills while in their graduate program. Thus the EPDA doctoral programs seem to be doing a good job in promoting the development of competency in a group of skills that both students and department chairpersons overwhelmingly agree are important to vocational education leaders.

3. Students perceive the greatest growth in those skills which are predominately cognitive in nature and which may be done independently of others. Thus the FPDA doctoral programs appear to be most successful in assisting students in the development of skills which are predominately cognitive in nature and do not require interaction with others.

4. Students perceive the least growth in those skills which are more strongly human interaction oriented. Thus the graduate programs seem to be less capable or successful in providing experiences and promoting the development of these kinds of skills.

5. A noteable number of students (20 percent) perceive little or no growth or feel uncertain about increasing their skill in the selected behaviors. This seems to be a high casualty rate particularly in light of the fact that these are the "chosen ones" selected to provide leadership to the field of vocational education.

6. Experiences provided within the vocational-technical education framework are doing a particularly good job in providing for students' growth in four of the nine identified leadership behaviors.

7. The Voc-Tech Ed. Courses, Professors and Internships framework is most capable of providing opportunities for student growth in two predominately cognitive skills and two predominately human relations skills. The cognitive skills are (1) adapting to change and innovation and (2) foreseeing consequences to various alternative solutions to a problem. The human relations skills are: (1) developing a group into a team to focus on problem solving and (2) sharing decision making responsibilities with others. Although students perceive the least growth in developing a group into a team to focus on problem solving it is a skill that seems to be emphasized within the Voc-Tech Ed. Courses, Professors and Internships framework.

8. At least half of the students perceived no growth promoting opportunities in (1) understanding yourself, (2) being sensitive to

value systems different to their own and (3) seeing from another's point of view. Thus it seems that Voc-Tech Ed. is less capable of providing such experiences or that they do not view the development of these skills as their responsibility even though they are identified as important by both students and department chairpersons.

9. The data suggest that those sources outside the Voc-Tech Ed. framework are more capable of promoting growth in (1) understanding yourself, (2) being sensitive to value systems different to your own and (3) seeing how things appear from another's point of view.

10. Diverse experiences and activities are contributing to students' growth in the development of the nine selected leadership behaviors.

11. Courses and Seminars and Internships and Field Experiences are making a significant contribution to the development of these functional leadership skills.

12. Experience based activities (field experiences and internships) are important vehicles for developing competency in the selected behaviors. This suggests the need for more experience based learning in the graduate programs such as Being in Positions of Responsibility. This category of experiences was ranked fifth by students as contributing to their perceived growth. It may not have been ranked higher, however, because of the limited number of such positions available.

13. Department chairpersons perceive that a greater number of opportunities are available for developing the selected skills than were

perceived by students as actually contributing to their growth in the behaviors. This suggests the need for faculty to insure that students are aware of the specific skills that they are expected to develop and to assist students in identifying opportunities for developing those skills.

14. Both students and department chairpersons feel that their programs could be doing more to foster the development of these selected competencies.

II. RECOMMENDATIONS

The following recommendations resulted from this researcher's study of the development of selected leadership skills in vocational education EPDA doctoral programs:

1. In light of the overwhelming agreement among department chairpersons and students regarding the importance of the selected leadership skills, the vocational education departments at each institution should assess their graduate program to determine in what ways they can strengthen and provide more opportunities for the development of these skills.

2. On entering the graduate program a student profile should be established providing a solid data base for assessing the students' level of competence in each of the nine selected leadership skills. Such a profile should be used in planning students' graduate programs to fill existing leadership skill gaps and to further strengthen existing skills.

3. In light of the significance that both students and department chairpersons place on internship and field experiences, a larger portion of a student's time should be spent in working with and solving real problems—such as chairing committees, planning and conducting workshops, consulting, interning for lengthy periods of time, and working with existing problems in the field.

4. Perhaps the major portion of a graduate student's time should be spent in the field with courses and seminars being held at the field sites.

5. To the extent that recommendations three and four might not be possible, greater consideration should be given to the use of simulation activities and materials.

6. In light of the contributions to student growth in the selected leadership skills by non-Voc-Tech Ed. activities and experiences it is recommended that each department identify the sources at their institution which are best equipped to help students develop the needed competency.

7. An experience profile should be developed showing how each aspect of the graduate program can contribute to the development of each of the nine leadership skills. Although matching the student profile (needs assessment) to the experience profile (opportunities for developing competency) would be difficult the potential benefit could be most worthwhile.

Further research is needed to:

1. Compare students' perceptions with their skill in these selected functional leadership skills with their performances in actual leadership situations.
2. Develop instruments which could be used to assess a student's level of competence for each of the identified leadership behaviors.
3. Design methods of determining "where a student is at" when he/she enters the graduate program. These methods may include interviews with students and previous employers and observation of the student.
4. Determine whether Voc-Tech Ed. faculty other than department chairpersons value these functional leadership skills. This should be done since the structuring of the doctoral program for a student will most often be in the hands of someone other than the department chairperson.

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APPENDIXES

APPENDIX A

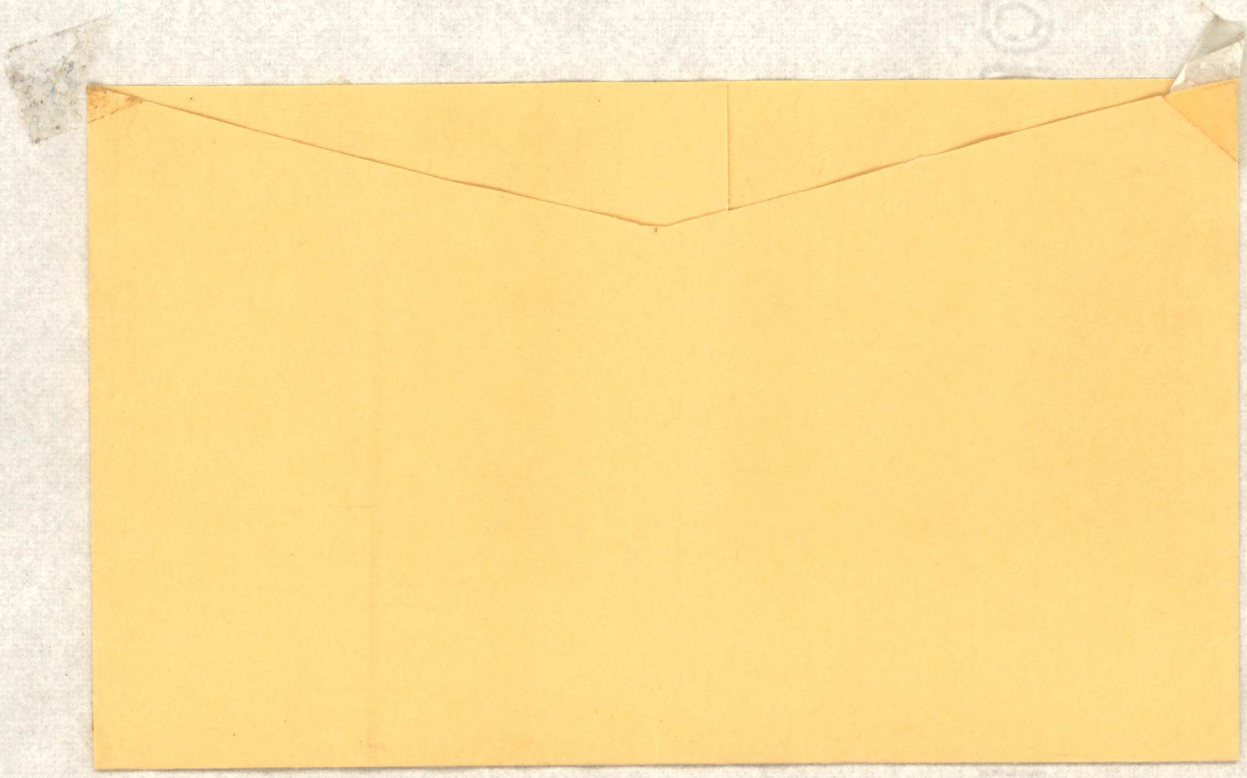

Figure 1. Cover letter and EPDA student questionnaire.

Coby Ann Bunch
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THE UNIVERSITY OF TENNESSEE
Knoxville, Tennessee 37916

Dear EPDA Fellows and EPDA Graduates:

A study concerning developing leadership skills for vocational education leadership personnel is being conducted at the eighteen institutions having vocational education EPDA programs. It is hoped that this study will provide information which will serve as a basis for strengthening these graduate programs.

Your cooperation will be greatly appreciated in completing the attached questionnaire which will provide helpful information for this research project. It should not take more than 20 minutes for you to respond to this questionnaire. It is important that you respond in terms of your perceptions of your doctoral program. This information will be held confidential, and the names of respondents will be held anonymous. A self-addressed stamped envelope is provided for your convenience in returning the questionnaire. Your response in the near future will be greatly appreciated.

Thank you for your cooperation and assistance in this matter.

Very sincerely yours,

Coby Bunch

Coby Ann Bunch

Doctoral Candidate,
Vocational Education

EPDA STUDENT QUESTIONNAIRE

THIS INSTRUMENT CONTAINS A GROUP OF NUMBERED STATEMENTS TO WHICH YOU SHOULD RECORD YOUR RESPONSES IN THE FOLLOWING 4 WAYS:

1. In this column record your feelings about the importance of each item for a person in a vocational education leadership position by checking (✓) one of the five (5) responses.

2. During and as a result of your EPDA program indicate by a check mark (✓) your experience with each concept: 1) extensive growth 2) some growth experienced 3) little growth experienced 4) no growth experienced

3. Check (✓) the source(s) which provided the growth producing experiences: 1) vocational ed. courses and professors and internships 2) non-vocational courses and professors 3) experiences outside the structured doctoral program 4) other

4. Where you have increased your ability in the selected behaviors, identify as best you can specific experiences, methods and opportunities which made that growth possible.

**Vocational Education leadership positions include administrators, teacher/educators, curriculum specialists, program planners, industrial trainers and researchers.

(IMPORTANCE TO VTE LEADERS) (GROWTH EXPERIENCED) (SOURCES) (EXPERIENCES PROMOTING GROWTH)

1. CONFRONTING AND MANAGING CONFLICT (which occurs between individuals and within or between groups of people)

____1. Very important
____2. important
____3. uncertain
____4. of little importance
____5. of no importance

____1. extensive growth
____2. some growth
____3. uncertain
____4. little growth
____5. no growth

____1. voc-tech ed. courses, profs, and internships
____2. non-voc-tech courses and professors
____3. experiences outside the structured doctoral program
____4. other: _____

2. SHARING DECISION MAKING RESPONSIBILITIES WITH OTHERS (getting input from other people when making decisions rather than arbitrarily imposing your own decisions)

____1. very important
____2. important
____3. uncertain
____4. of little importance
____5. of no importance

____1. extensive growth
____2. some growth
____3. uncertain
____4. little growth
____5. no growth

____1. voc-tech ed. courses, profs, and internships
____2. non-voc-tech courses and professors
____3. experiences outside structured doctoral program
____4. other: _____

(IMPORTANCE TO VTE LEADERS) (GROWTH EXPERIENCED) (SOURCES) (EXPERIENCES PROMOTING GROWTH)

3. DEVELOPING A GROUP INTO A TEAM TO FOCUS ON SOLVING PROBLEMS

____1. very important
____2. important
____3. uncertain
____4. of little importance
____5. of no importance

____1. extensive growth
____2. some growth
____3. uncertain
____4. little growth
____5. no growth

____1. voc-tech-ed. courses, profs. & internships
____2. non-voc-tech courses and professors
____3. experiences outside the structured doctoral program
____4. other: _____

4. UNDERSTANDING YOURSELF (who you are, your beliefs, values, needs and having the ability to analyze the basis for your personal behavior)

____1. very important
____2. important
____3. uncertain
____4. of little importance
____5. of no importance

____1. extensive growth
____2. some growth
____3. uncertain
____4. little growth
____5. no growth

____1. voc-tech courses, profs. & internships
____2. non-voc-tech courses and professors
____3. experiences outside the structured doctoral program
____4. other: _____

5. BEING SENSITIVE TO VALUE SYSTEMS DIFFERENT FROM YOUR OWN (awareness of the importance that other people give to beliefs, ideas, patterns and procedures which are different from your own)

____1. very important
____2. important
____3. uncertain
____4. of little importance
____5. of no importance

____1. extensive growth
____2. some growth
____3. uncertain
____4. little growth
____5. no growth

____1. voc-tech ed. courses, profs & internships
____2. non-voc-tech courses & professors
____3. experiences outside the structured doctoral program
____4. other: _____

6. SEEING HOW THINGS APPEAR FROM ANOTHER PERSON'S POINT OF VIEW (ability to "step inside another's shoes" and see how things look from that perspective)

____1. very important
____2. important
____3. uncertain
____4. of little importance
____5. of no importance

____1. extensive growth
____2. some growth
____3. uncertain
____4. little growth
____5. no growth

____1. voc-tech ed. courses, profs. & internships
____2. non-voc-tech courses & professors
____3. experiences outside the structured doctoral program
____4. other: _____

IMPORTANCE TO VTE LEADERS	GROWTH EXPERIENCED	SOURCES	EXPERIENCES PROMOTING GROWTH

7. ADAPTING TO CHANGE AND INNOVATION (openness and willingness to change and make use of new information)

IMPORTANCE TO VTE LEADERS	GROWTH EXPERIENCED	SOURCES	EXPERIENCES PROMOTING GROWTH
____1. very important	____1. extensive growth	____1. voc-tech ed. courses, profs. & internships	_____
____2. important	____2. some growth	____2. non-voc-tech courses and professors	_____
____3. uncertain	____3. uncertain	____3. experiences outside the structured doctoral program	_____
____4. of little importance	____4. little growth	____4. other: _____	_____
____5. of no importance	____5. no growth	_____	_____

8. BEING ABLE TO IDENTIFY A NUMBER OF ALTERNATIVES AS SOLUTIONS TO A PROBLEM (what are the possible courses of action)

IMPORTANCE TO VTE LEADERS	GROWTH EXPERIENCED	SOURCES	EXPERIENCES PROMOTING GROWTH
____1. very important	____1. extensive growth	____1. voc-tech ed. courses, profs. & internships	_____
____2. important	____2. some growth	____2. non-voc-tech courses and professors	_____
____3. uncertain	____3. uncertain	____3. experiences outside the structured doctoral program	_____
____4. of little importance	____4. little growth	____4. other: _____	_____
____5. of no importance	____5. no growth	_____	_____

9. BEING ABLE TO FORESEE THE CONSEQUENCES OF VARIOUS ALTERNATIVE SOLUTIONS TO A PROBLEM (determining the immediate and long range effects of each choice)

IMPORTANCE TO VTE LEADERS	GROWTH EXPERIENCED	SOURCES	EXPERIENCES PROMOTING GROWTH
____1. very important	____1. extensive growth	____1. voc-tech ed. courses, profs. & internships	_____
____2. important	____2. some growth	____2. non-voc-tech courses and professors	_____
____3. uncertain	____3. uncertain	____3. experiences outside the structured doctoral program	_____
____4. of little importance	____4. little growth	____4. other: _____	_____
____5. of no importance	____5. no growth	_____	_____

PLEASE CHECK (✓) THE RESPONSES WHICH ARE DESCRIPTIVE OF YOU.

a) AGE
- __ 20-25
- __ 26-30
- __ 31-35
- __ 36-40
- __ 41-50
- __ 51-

b) SEX
- __ Male
- __ Female

c) RACE
- __ Black
- __ White
- __ Other

d) VTE SERVICE AREA
- __ Business Education
- __ Home Economics
- __ T&I
- __ Agriculture
- __ Distributive Ed.
- __ Health Occupations

e) YEAR IN THE VTE DOCTORAL PROGRAM
- __ 1st year
- __ 2nd year
- __ 3rd year
- __ Graduated

f) TYPE OF POSITION HELD PRIOR TO BECOMING AN EPDA FELLOW:
- __ Administration: state level
- __ Administration: local level
- __ Teacher: public schools
- __ Teacher: higher education
- __ Researcher
- __ Other:_____

g) WHAT WAS THE TITLE OF YOUR LAST JOB?

_____

_____

_____

APPENDIX B

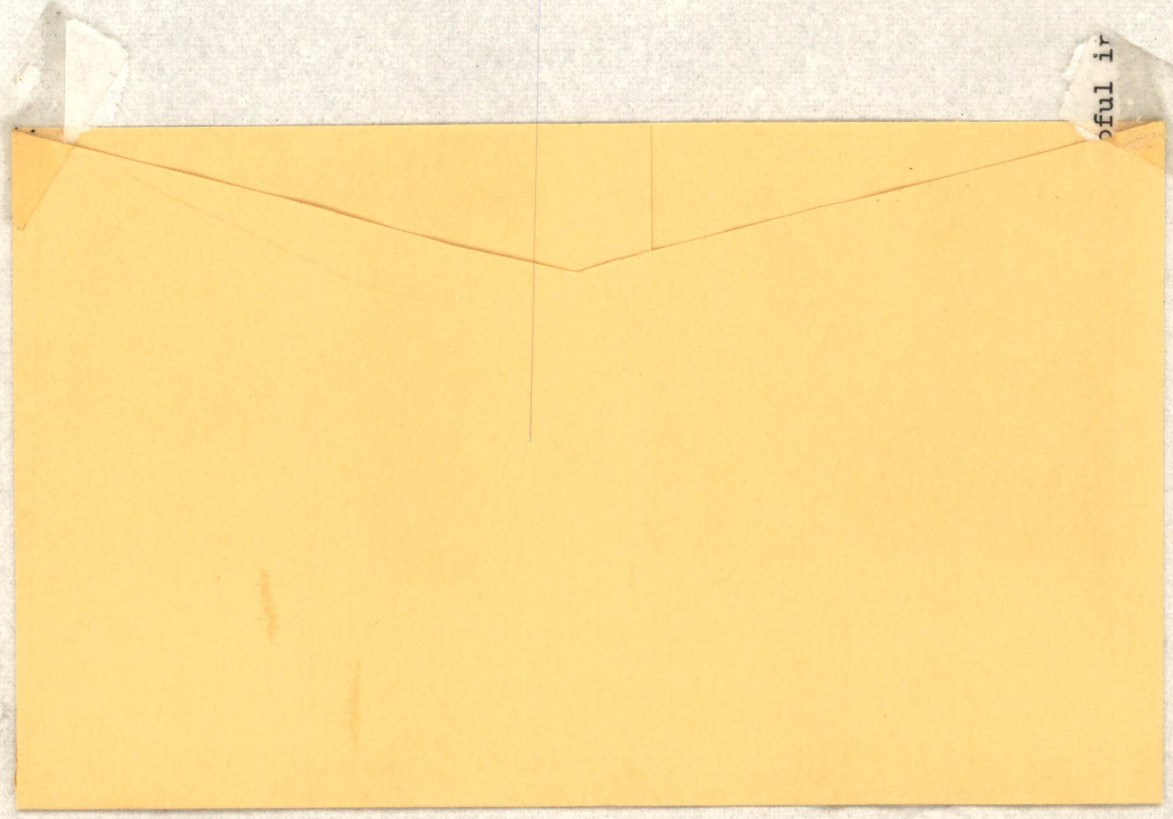

Figure 2. Cover letter and department chairperson questionnaire.

Coby Ann Bunch
TENNESSEE RESEARCH COORDINATING UNIT
909 Mountcastle Street
THE UNIVERSITY OF TENNESSEE
Knoxville, Tennessee 37916

Dear Vocational Education Educator:

A study concerning developing leadership skills for vocational education leadership personnel is being conducted at the eighteen institutions having vocational education EPDA programs. The study involves both vocational education educators and EPDA fellows. It is hoped that this study will provide information which will serve as a basis for strengthening these graduate programs.

Your cooperation will be greatly appreciated in completing the attached questionnaire which should not take more than 15 minutes of your time. Your response will provide help[illegible]formation for this research project. It is important that you respond in terms of your perceptions of the vocational doctoral program at your institution. This information will be held confidential, and the names of respondents and institutions will be held anonymous. A self-addressed stamped envelope is provided for your convenience in returning the questionnaire. Your response in the near future will be greatly appreciated.

I will automatically send abstracts of the study to each of the eighteen vocational education EPDA institutions.

Thank you for your cooperation and assistance in this matter.

Sincerely yours,

Coby Bunch

Coby Ann Bunch

Doctoral Candidate, Vocational Education

QUESTIONNAIRE

THIS INSTRUMENT CONTAINS A GROUP OF NUMBERED STATEMENTS TO WHICH YOU SHOULD RESPOND TO IN THE FOLLOWING TWO (2) WAYS:

In this column record your feelings about each item for a person in a vocational education leadership position* by checking (✓) one of the five (5) responses.

To the best of your knowledge what specific opportunities, activities, and experiences are being provided by the EPDA doctoral program at your institution which would foster growth in each of the behaviors.

*vocational education leadership positions include administrators, teacher-educators, curriculum specialists, program planners, industrial trainers, and researchers.

IMPORTANCE TO VTE LEADERS

OPPORTUNITIES AND EXPERIENCES PROVIDED WHICH PROMOTE GROWTH

1. CONFRONTING AND MANAGING CONFLICT (which occurs between individuals and within or between groups of people)

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

2. SHARING DECISION MAKING RESPONSIBILITIES WITH OTHERS (getting input from other people when making decisions rather than arbitrarily imposing your own decisions)

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

IMPORTANCE TO VTE LEADERS

OPPORTUNITIES AND EXPERIENCES PROVIDED WHICH PROMOTE GROWTH

3. DEVELOPING A GROUP INTO A TEAM TO FOCUS ON SOLVING PROBLEMS

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

4. UNDERSTANDING YOURSELF (who you are, your beliefs, values, needs and having the ability to analyze the basis for your personal behavior)

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

5. BEING SENSITIVE TO VALUE SYSTEMS DIFFERENT FROM YOUR OWN (awareness of the importance that other people give to beliefs, ideas, patterns and procedures which are different from your own)

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

6. SEEING HOW THINGS APPEAR FROM ANOTHER PERSON'S POINT OF VIEW (ability to "step inside another's shoes" and see how things look from that perspective)

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

IMPORTANCE TO VTE LEADERS	OPPORTUNITIES AND EXPERIENCES PROVIDED WHICH PROMOTE GROWTH

7. ADAPTING TO CHANGE AND INNOVATION (openness and willingness to change and make use of new information)

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

_____
_____
_____
_____
_____
_____
_____

8. BEING ABLE TO IDENTIFY A NUMBER OF ALTERNATIVES AS SOLUTIONS TO A PROBLEM (what are the possible courses of action)

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

_____
_____
_____
_____
_____
_____
_____

9. BEING ABLE TO FORESEE THE CONSEQUENCES OF VARIOUS ALTERNATIVE SOLUTIONS TO A PROBLEM (determining the immediate and long range effects of each alternative)

__ 1. very important
__ 2. important
__ 3. uncertain
__ 4. of little importance
__ 5. of no importance

_____
_____
_____
_____
_____

APPENDIX C

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

May 28,1974

Dear EPDA Fellows and EPDA Graduates:

On May 8th I sent to you a questionnaire concerning developing leadership skills for vocational education leadership personnel.

If you have not returned the questionnaire or in the event that it has been misplaced, I am inclosing another for your convenience. I realize this is a busy time of year for you; however, I would be most appreciative if you would take a few minutes of your time to respond to the questionnaire and drop it in the mail to me. Please disregard this letter if you have already returned it.

I look forward to completing the study and being able to share the findings with the EPDA institutions.

Thanks for your assistance.

Sincerely yours,

Coby Ann Bunch
Doctoral Candidate, Vocational Education
University of Tennessee

VITA

Coby Ann Bunch was born in Smyth County, Virginia, on January 30, 1942. She attended public schools in Smyth County, Virginia, and Baltimore County, Maryland. In 1964 she received the B.S. in Home Economics Education from Madison College, Harrisonburg, Virginia, and in 1970 she received the M.S. in Education from The University of Tennessee.

From 1964-1967 and from 1969-1972 while a graduate student, Coby worked for The University of Tennessee residence hall system first as an assistant head resident and then as head resident. During this time she received the M.S. degree and began work on the Ed.D. in Vocational-Technical Education.

In 1972 Coby accepted a one year appointment as assistant professor at the University of Montevallo, Montevallo, Alabama, where she taught home economics education and supervised student teachers.

From 1973-1974 Coby was coordinator of student teaching for the College of Education at The University of Tennessee, Knoxville.

In 1974 Coby accepted and presently holds a position with the Syracuse City School District as Supervisor, Adult Consumer and Homemaking Education.

Coby received the Ed.D in Vocational Technical Education in December 1975. She is married to Robert G. Simerly who is also a graduate of the University of Tennessee, College of Education.