



Western Michigan University
ScholarWorks at WMU

Dissertations

Graduate College

12-1991

A Study of the Effects on Second-Grade Students of a Leadership Curriculum

Michael Frazee
Western Michigan University

Follow this and additional works at: <https://scholarworks.wmich.edu/dissertations>



Part of the Educational Assessment, Evaluation, and Research Commons

Recommended Citation

Frazee, Michael, "A Study of the Effects on Second-Grade Students of a Leadership Curriculum" (1991).
Dissertations. 2016.

<https://scholarworks.wmich.edu/dissertations/2016>

This Dissertation-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Dissertations by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



A STUDY OF THE EFFECTS ON SECOND-GRADE STUDENTS
OF A LEADERSHIP CURRICULUM

by

Michael Frazee

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
December 1991

A STUDY OF THE EFFECTS ON SECOND-GRADE STUDENTS OF A LEADERSHIP CURRICULUM

Michael Frazee, Ed.D.

Western Michigan University, 1991

Investigators of leadership behavior have largely overlooked the period during early childhood when adjustment to the group is initially acquired and practiced. This study was designed to determine whether leadership skills could be taught to second-grade students. The purpose of the research was to determine the effectiveness of the Leadership Is Vital to Education (L.I.V.E.) (Lockett, 1982) leadership curriculum.

A major assumption in this study was that leadership development could be an appropriate outcome of the elementary school curriculum and could be facilitated by introducing a specific leadership-training component into the existing curriculum. The objective was to determine whether the concept of leadership and the development of proficiency in the skills needed to function as a leader could be taught to second-grade students by incorporating a leadership-training curriculum into their regular education curriculum.

The research design was the pretest/posttest control-group design. Eight second-grade classrooms were randomly selected for the study. Four were assigned to a 16-week treatment, and four

experienced no change in their curriculum. Four separate subscales of the Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli, Smith, White, Callahan, & Hartman, 1976) were used as the instrumentation device. Analysis of covariance was used to test the hypotheses.

The data analysis indicated that, when comparing the total groups, the null hypotheses could be rejected. The findings appeared to indicate that students receiving instruction in the leadership curriculum did differ significantly on the adjusted posttest mean score from those in the control group on all measures except the Communication--Expressiveness subscale.

The results of the study must be viewed with a full understanding that the limitations of the sample may affect the ability to generalize the results. It is also difficult to separate the effects of the method from those of the teacher, and this interaction of teacher and method may accentuate or detract from the potential merits of leadership instruction.

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600

Order Number 9216459

A study of the effects on second-grade students of a leadership curriculum

Frazee, Michael R., Ed.D.

Western Michigan University, 1991

U·M·I

**300 N. Zeeb Rd.
Ann Arbor, MI 48106**

ACKNOWLEDGEMENTS

The help and encouragement of the following persons are gratefully acknowledged:

My wife, Denise, whose trust, patience, and confidence in me led me to the finish;

My children, Sarah, Patrick, and Daniel, whose time I took, and my daughter Mari, who helped add meaning to this accomplishment;

Dr. Cowden, whose encouragement, assistance, and sense of humor kept things in the proper perspective;

Dr. Baker and Dr. Sanders, who placed obstacles in my path and helped me overcome them; and

Last, Jim Walker, who kept pushing me.

Michael Frazee

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF TABLES	vi
CHAPTER	
I. INTRODUCTION	1
Statement of the Problem	4
Objectives of the Study	4
Importance of the Study	5
Definitions	6
Assumptions	7
Research Objectives	8
Overview	8
II. REVIEW OF LITERATURE	9
Introduction	9
Historical Review of Schools and Leadership Training	10
Traits of Child Leaders	14
The Child's Perception of Leadership	18
The Beginning of Leadership	19
Summary	27
III. DESIGN AND METHODOLOGY	29
Introduction	29
Subjects and Sampling Plan	29
Research Design and Procedures	31

Table of Contents--Continued

CHAPTER		
	Hypotheses	33
	Analysis of Data	34
	Instrumentation	35
	Leadership Characteristics Subscale	37
	Communication Characteristics--Precision, Communication Characteristics--Expres- siveness, and Planning Characteristics Subscales	38
	Summary	39
IV.	FINDINGS	40
	Introduction	40
	Review of the Design and Methodology	40
	Hypotheses	42
	Interpretation of the Findings	42
	Summary of Findings	58
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	61
	Summary	61
	Design	62
	Conclusions	63
	Limitations	65
	Recommendations	67

Table of Contents--Continued

APPENDICES

A. Leadership Characteristics, Communication Characteristics--Precision, Communication Characteristics--Expressiveness, and Planning Characteristics Subscales of the SRBCSS	70
B. L.I.V.E. Leadership Curriculum	75
C. HSIRB Approval Letter	129
BIBLIOGRAPHY	131

LIST OF TABLES

1. Pretest and Posttest Statistics for the Total Test Score of the SRBCSS	43
2. Descriptive Statistics by Group With Adjusted Mean Scores	44
3. Summary of F -Values by Measure: Adjusted Means	45
4. Pretest and Posttest Statistics for Total Test Score on the SRBCSS: Males Only	47
5. Descriptive Statistics for Males by Group With Adjusted Mean Scores	48
6. Summary of F -Values by Measure for Males in the Treatment and Control Groups: Adjusted Means	49
7. Descriptive Statistics for Females by Group With Adjusted Mean Scores	51
8. Summary of F -Values by Measure for Females in the Treatment and Control Groups: Adjusted Means	52
9. Pretest and Posttest Statistics for Total Test Scores on the SRBCSS With Adjusted Means From the Regression Approach to Nonparallel Covariate Slopes	55
10. Descriptive Statistics by Group With Adjusted Mean Scores Through Linear Regression	56
11. Summary of F -Values by Measure: Analysis of Covariance Through Linear Regression	57

CHAPTER I

INTRODUCTION

The 1980s have been characterized as a decade of platforms for educational change (Thomas, 1987). In 1983 alone, five reports were released by national task forces and commissions, all expressing concern for the future of youths and society and all proposing recommendations for ways in which educational policies and practices might be altered to address such concerns (Martin, 1988).

According to an article in U.S. News and World Report (Bennett, 1985), the Educational Testing Service, which administers the Scholastic Aptitude Test (SAT), indicated there was a decline in average college board SAT scores through the 1970s. Not only did average scores decline, but the number of high scores dropped precipitously as well during the 8-year period from 1972 to 1980. Until 1970, the number of students scoring 650 and above on the SATs had increased from year to year. From 1972 to 1980, however, the number of students scoring 650 or above on the math test dropped 22%.

The National Commission on Excellence in Education (1983) claimed that the educational foundations of American society are presently being eroded by a rising tide of mediocrity that threatens the very future of this nation and the American people. The Commission claimed that the number of students displaying the skills

associated with leadership, such as good decision making, problem solving, and effective communication, is decreasing.

Much of what is read or heard about the present political conditions in the United States leads the observer to believe that a greater need for proficient leadership exists. There is a cry for leaders like the country used to have, according to Fred Greenstern (cited in Morrow, 1987), a historian at Princeton University. As Ronald Reagan concluded his final term, he became the sixth United States president in 28 years. According to Morrow (1987), that was an alarming turnover and an enigmatic commentary on the problems of leadership in America in the late 20th century. During that period, according to the same article, this country witnessed the following changes in leadership: John Kennedy was assassinated, Lyndon Johnson was driven from office, Richard Nixon was forced to resign, and Gerald Ford, an unelected president, was rejected at the polls.

According to Greenstern (cited in Morrow, 1987), Americans now need leadership. They need a leader to give them a sense of their coherence and role in the world, especially at a time when they believe the direction of their country is going to affect their private lives. Greenstern wondered where our heroes have gone. Whereas American society knows no restraint in protecting endangered species, the most endangered of all may very well be the leader--the man or woman who is perceived by one or more others as exerting either short- or long-term influence, authority, or power in a given situation (Boles & Davenport, 1983).

A barrage of books, articles, and reports have concluded that students in American schools do not think as skillfully and critically as one might wish and has been demonstrated in the past. A Nation at Risk (National Commission on Excellence in Education, 1983) also pointed to deficiencies in higher-level thinking as a major weakness in American education.

Yet, considering the experience of the armed forces during World War II, whose efforts at producing leaders as quickly as possible through special training had some positive results (Stogdill, 1974), that research findings have suggested that leaders can be identified at a young age (Pigors, 1935), and that certain personal traits are reported among leaders of all ages too consistently to be ignored, it seems reasonable to conduct research on the development of leadership behavior among children.

Today, there is a need for strong leadership in education (Wynne, 1984). This need applies to those in charge as well as to those receiving the services. If America is to have a well-educated society directed by effective leaders, the schools must play a major role in teaching students to be leaders (Hillman & Smith, 1981).

According to Stogdill (1974), military, industrial, and business leadership has been extensively researched, whereas leadership of others such as criminal leaders and labor leaders has been relatively neglected. It appears that the relative absence of studies concerning different aspects of leadership in young children

implies an additional area of leadership studies that has been neglected.

Statement of the Problem

This study was designed to determine whether leadership skills can be taught to second-grade students. In addition, the researcher sought to determine the effectiveness of leadership-training materials with second-grade students.

Lockett's (1982) and DeHaan's (1962) work supported the belief that it is possible to develop in students of early elementary age the skills associated with leadership--those being skills of oral and written communication, group leadership skills, problem-solving skills, and decision-making skills. What is then needed is a strategy for systematically teaching leadership skills in the classroom (Gallagher, 1982). The focus of this study was on the effectiveness of materials used to teach leadership skills to children 7 and 8 years of age and in the second grade.

Objectives of the Study

The purpose of this research was to determine the effectiveness of a leadership curriculum, Leadership Is Vital to Education (L.I.V.E.) (Lockett, 1982), to be used with second-grade students. The researcher attempted to determine whether the leadership curriculum, which included instruction in oral and written

communication skills, group leadership skills, problem solving, and decision making, can increase students' skills in those areas.

Importance of the Study

History has shown repeatedly that within every crisis are the seeds of its resolution (Wynne, 1984). Although there can be no question that the American public education system has problems, it is also true that within this breakdown are the beginnings of solutions to those problems.

Hillman and Smith (1981) expressed the belief that it is the school's responsibility to train young leaders. Indications of the potential of youths have been revealed in the literature of many disciplines, including psychology, philosophy, and the biological and social sciences. There is much anthropological evidence suggesting that children are competent to assume a variety of significant social obligations and responsibilities at early ages. The fact that young children routinely are assigned the responsibility of infant care is such an example; such care requires a high degree of competence and commitment.

A number of writers have suggested that research in the development of leadership behavior in children is appropriate and needed (Chauven & Karnes, 1984a; DeHaan, 1962; Lockett, 1982). If the development of future leaders is a goal of society, there is a need for programs to reach into the schools, as well as being offered in business and government operations. This study was an

endeavor to determine whether young children can learn leadership skills, a training philosophy that historically has been used with different populations.

Definitions

Leadership training was defined as the art of systematically instructing individuals in the attainment of leadership skills (Lockett, 1982). For the purposes of this study, materials that Lockett developed for leadership skills training for second graders were used for the systematic instruction of leadership training. Further discussion of curriculum materials is included in the methodology section.

Specific leadership skills that were taught to second-grade students included (a) written communication skills, (b) oral communication skills, (c) group leadership techniques, (d) decision-making skills, and (e) problem-solving skills. Specifically, these skills were defined as follows:

1. Written communication: skills that assist children in turning thoughts into meaningful words, sentences, and paragraphs.

2. Oral communication: skills that assist children in learning to say what they really mean, at the right time, to the right people, accurately and honestly.

3. Group leadership: skills that assist children in learning how to chair a group and lead it in the accomplishment of an agreed goal, as well as in learning how to be good followers.

4. Decision making: skills that assist children in assessing the positive and negative consequences of decisions, making a choice, and being able to live with the choice.

5. Problem solving: skills that assist children in accurately identifying the problem, listing alternative solutions, selecting the best alternative, implementing the solution, and finally evaluating the choice that was made.

Assumptions

The major assumption in this study was that leadership development can be an appropriate outcome of the elementary school curriculum and can be facilitated by introducing a specific leadership-training component into the existing curriculum. The development of behaviors, skills, and attitudes that collectively can be considered as leadership is an important dimension of the psychological and social development of children in second-grade classrooms.

Another major assumption in this study was that leadership begins early in the developmental process. According to Burns (1978), at the moment infants are expelled from the calm warmth and dependence of the uterus into the shocking, bewildering cold of light and sound, they begin the lifelong process of stimulation and response that will culminate for some in skills and motivations for leadership.

Research Objectives

The researcher had multiple objectives in this study. The first was to determine whether the concept of leadership can be taught to second-grade students by incorporating a leadership-training curriculum as part of their regular education curriculum. The remaining research objectives revolved around whether the related leadership skills of oral communication, written communication, group leadership, problem solving, and decision making can be taught to second-grade students by incorporating a leadership-training curriculum as part of their regular education curriculum.

Overview

An introduction to the study, definitions of substantive terms, and specific information regarding the purpose, research questions, importance, and assumptions of the study were included in this chapter. A review of literature guiding this research is presented in Chapter II. In Chapter III, the design of the study and research procedures are described. The findings of the study are presented in Chapter IV. The study concludes with Chapter V, in which the findings are discussed and implications for future research are documented.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The development of leaders has long been a need of organized communities; consequently, it has been the responsibility of the various educational institutions of these communities (Jett, 1983). Despite the fact that no single accepted definition for leadership exists (Burns, 1978), the development of skills, attitudes, and abilities that collectively can be considered leadership is a much-discussed and researched concept in adult education (Stogdill, 1974). Leadership programs have traditionally been developed for certain student populations such as student council officers (Gray & Pfeiffer, 1987; Stiles, 1986), community-group leaders (Lawson, Donant, & Lawson, 1982), and gifted students (Gallagher, 1987; Richardson & Feldhusen, 1986). These programs, according to their very nature, are for adolescents who have already demonstrated leadership skills in a school or community group. However, these programs have neither been documented nor researched as frequently in the literature involving the development of leadership in elementary-aged children.

Historical Review of Schools and Leadership Training

Investigators of leadership behavior have largely overlooked the period during early childhood when adjustment to the group is initially acquired and practiced (Kagen, 1984). By doing this, investigators have virtually ignored a source of information that could contribute to a better understanding of adult leadership traits and behavior, which persist from childhood. By the time adults are studied for leadership traits and behavior (Jett, 1983), their behavior has long been determined by such factors as customs, rewards, traditions, past experiences, or emotions. The difficulty is trying to isolate which factors or variables contributed, or failed to contribute, to the emergence of leadership in these adults. The behavior of children is more or less spontaneous. Their actions are less covert and therefore easily visible and open to investigation. Children are generally not yet fully conditioned and molded by group experiences as is the adult population (Kagen, 1984).

Boulding (1979) cited studies in which children demonstrated an impressive capacity to provide nurturance for their peers and adults during times of stress. Raymond (1982) thought that children possess an unparalleled potential to catalyze positive social change through the development and expression of diverse, exploratory, and optimistic images of future societies.

Masini (1959) suggested that children possess a power that adults have lost--the power to create images of radically different future societies built by democratic participation in the process of social reform. Based on a collection of studies involving Italian youths, Masini asserted that young people possess a unique capacity to store and to cultivate the seeds of change, a capacity arising from a heightened ability to listen and to sense the feelings and energy within the structure of the social system.

Such findings seem to indicate the capacity of youths to create images of the future that are powerful enough to guide and motivate positive social change. Young people have demonstrated capacities to provide leadership and nurturance. Today's youths spend a large portion of their waking hours in educational settings. Consequently, educators have a unique opportunity to facilitate the teaching of leadership within the school setting.

Stark (1978) claimed that leadership education can effectively begin in kindergarten or first grade. He identified five components of leadership instruction: (1) moral education, (2) analysis of leadership, (3) communication education, (4) creative problem solving, and (5) organizational-skills development.

Bloom and Sosnisk's (1981) research offered hope that schools have the potential for teaching skills that foster the development of leadership. Bloom (1964) stated:

I find that many of the individual differences in school learning are manmade and accidental, rather than fixed in the individual at the time of conception. My major conclusion is:

"What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning." However, I would qualify this by stating that there are some individuals with emotional and physical difficulties who are likely to prove to be exceptions to this generalization (perhaps 2 to 3 percent of the population). At the other extreme are 1 or 2 percent of individuals who learn in such unusually capable ways that they may be exceptions to the theory. At this stage of the work, it applies most clearly to the middle 95 percent of a school population. (p. 18)

If one accepts Bloom's theory of school learning, one can be encouraged by the knowledge that leadership training can influence 95% of the school population.

Although inductive studies of social psychology, primary groups in particular, have indicated that every individual in a social group both influences the behaviors of others and is influenced by them (Hurlock, 1972), research has shown that when groups of two or more members are formed, a temporary leader emerges (Kurth-Schai, 1952). In whatever guise--social power or control, dominance, influence, or pure charisma--this personal ascendance is particularly important in a social view of education because the educational process itself can be thought of as a primary-group process.

The classroom may be thought to constitute a primary group in that it is characterized by intimate face-to-face association and cooperation and is chiefly instrumental in forming the social nature and ideals of each child in that classroom (Kurth-Schai, 1952). Thus, research, theory, and practical sense all would indicate that the classroom and the entire primary school experience are important

as sources of study on the emergence of leadership behavior in the child's psychological and social assignment.

Since the early 1960s, the focus of education has switched to reflect a national concern for providing equal educational opportunities to as many children as possible (Hillman & Smith, 1981). Although research concerning leadership development in children has not been as extensive as work with adult leadership development, a number of contributions salient to the topic have been made since the 1930s. As more and more research was centered on the development of leadership in the general population, investigations of leadership in youths began to be undertaken in various groups and settings, i.e., summer camps, nursery schools, and other educationally related facilities that were associated with the development of the child (Karnes, Chauven, & Trant, 1983; Parker, 1983).

A number of researchers studying youth leadership have used high school students as their population (Brown, 1933; Finch & Carroll, 1932). Research studies involving elementary-aged children have been limited (Acuff, 1965; DeHaan, 1962; Hardy, 1975; Lockett, 1982; Parten, 1934). Overall, the body of knowledge about leadership in young children represents a collection of isolated efforts and approaches to the subject.

Methods and techniques used to study this subject have been varied. In the 1930s, some observational research was completed.

Parten (1934) investigated the leadership development of 2- and 3-year-old children in naturalistic settings of play groups and laboratory schools. Through her work, she developed for use with preschoolers an observational rating scale that included several aspects of leadership behaviors.

In addition to the observational studies, a limited number of experimental studies have been conducted. The use of sociometric techniques was a popular method of gathering information about the nature of selection of leaders among children in formal and informal settings (Gold, 1962). Some researchers have attempted to adapt methods and procedures from the research on adult learners and to apply them to the development of leadership in children (Hardy, 1975; Lockett, 1982).

Three basic concepts were repeated in the literature regarding leadership development in children. These are the traits of the child leader, the child's perception of leadership, and the beginning of leadership.

Traits of Child Leaders

The trait theorists of leadership in the early part of the twentieth century believed that a leader possessed superior qualities or traits that were different from those of followers; therefore, they thought it should be possible to determine these qualities (Stogdill, 1974). Stogdill cited uniformly positive evidence that certain personal qualities and traits are common to

both adult and child leaders. This would appear to be especially true where the demands for a leader are based on expertise relative to a situation.

In a leadership-trait study done with gifted adolescents, Karnes et al. (1983) found that the leadership-potential score of the High School Personality Questionnaire (HSPQ) failed to differentiate between individuals who held at least one elected leadership position and those who held no such position. However, the analysis of the HSPQ profiles revealed that elected leaders tended to be open minded, sensitive, tense, group dependent, and conscientious.

Not all research has supported the theory that personal characteristics are reliable predictors of leadership in children or adults. Stogdill (1974), although finding common leadership traits, reported considerable negative evidence. He stated that the general trend found in the results indicated there was a low positive correlation between leadership and chronological age, height, weight, physique, energy, and personal appearance.

In his Studies in Leadership, Gouldner (1950) cited numerous inadequacies of the trait approach. The inability of the theory to rank traits in priority and the fact that the studies were largely descriptive rather than answering the question of how these traits develop or become organized are examples of their inadequacies. He further criticized this approach by stating that there seems to be an implied assumption that the leaders' traits existed before they assumed positions of leadership. Gouldner (1950) and Jett (1983)

cautioned, however, that although the hypothesis that certain traits and characteristics are common to all leaders is challengeable, the recognition of some empirical support for the trait theory should be a sufficient indicator to researchers, lest they ignore the potential inherent in the trait-approach hypothesis.

The trait approach to the study of leadership is especially appropriate in the study of the development of leadership in very young children, for the traits of these child leaders assume significance if data exist suggesting there is a causal relationship between these traits and the assumption of, or assignment to, positions of leadership (Jett, 1983).

Abrahamson (1952) suggested that leaders generally possess the positive and middle-class characteristics of good grooming, pleasing physical appearance, fluency of speech, achievement drive, and a social background that includes an educated family and a positive social status.

In a study of leadership among preschool children, Parten (1934) reached conclusions that suggest leadership may in large measure be a function of the whole situation and that it is possible that the art of leadership is learned by being the follower of a strong leader. Her studies showed that preschool leaders possessed common positive traits and were socially participative, more intelligent, more verbally fluent, slightly older, and came from parents in the upper occupational levels. She found differences in gender among leaders to be negligible.

In a comprehensive analysis of research conducted since 1900, Gouldner (1950) attempted to find consistent relationships between the personality traits of individuals and their behavior in groups. Although he reported correlations to be low, Gouldner nevertheless reported positive correlations between leadership and intelligence, adjustment extroversion, dominance, masculinity, and empathy. The highest correlation was between intelligence and leadership.

Secord and Backman (1964) did a review of the research similar to Gouldner's (1950), comparing leaders with nonleaders. They concluded that efforts to find a consistent pattern of traits characterizing leaders had consistently met with failure. Reasons Secord and Backman cited for this failure were inadequate appraisal devices, unreliable or invalid appraisal techniques, and the belief that leadership is probably a complex pattern of function roles.

In much of the early research on leadership in children, the topic was studied as a personality characteristic, placing emphasis on identification of a leader on the basis of the possession of a given trait or repertoire of traits. Cox (1926) attempted to identify those leadership traits that were most prevalent among girl leaders in a camp setting. He developed and rank ordered a list of 13 traits that differentiated between leaders and nonleaders at the camp. The four traits at the top were health and vitality, originality, sympathy, and initiative.

As in research on leadership in adults, the attempts to identify traits in children indicative of leadership have been less

than conclusive (Hemphill, 1956; Stogdill, 1948). The extent to which the previously mentioned traits are indicative of leadership potential has not been established conclusively.

The Child's Perception of Leadership

The second concept researched in the literature was the child's perception of leadership. Research involving studies that considered leadership in terms of the child's concept of leadership was scarce.

Some studies have demonstrated how children chose leaders when sociometric techniques were used (Rogers, 1954; Stogdill, 1974). There appeared to be some knowledge on the child's part as to the function of the roles of leader and friends, and how people were chosen to fulfill leadership roles.

In 1962, DeHaan completed a study of leadership skills in more than 200 children 5 to 13 years of age. In this study, children were asked to give their definitions of leadership. The answers were analyzed to determine similarities and differences. From the results of the questionnaire, DeHaan was able to establish differences in the children's responses that were related to the ages of the children. He speculated that there may be different stages of development in children's thinking related to leadership development.

The results of the project supported the concepts that young children were aware of leadership, were concerned about being

leaders, and desired to have opportunities to practice leadership in a variety of settings. The results also supported the idea that a person's concept of leadership changes over time and with differentiation of mental abilities during the early childhood period of development. DeHaan (1962) observed a decline in perceived opportunity by the students to practice leadership during elementary school and hypothesized that the classroom experience had a negative effect on the development of leadership.

The Beginning of Leadership

The emergence of leadership has long been a question that has concerned researchers. Pigors (1935) expressed his view that, as soon as children are developmentally ready for cooperative play, they can and also do exercise leadership. As part of a larger study, Jones (1938) asked classroom teachers when they thought leadership emerged. Their perception was that there was an increasing awareness of the group in the leadership concept at about the age of 8 years. The concept of this early emergence of leadership, however, was not supported by the majority. The widely held concept in the early 1930s was that leadership in children began in late adolescence (Stogdill, 1974).

In addition to examining the beginnings of leadership in childhood, researchers have hypothesized that children show different styles of leadership. Pigors (1935) identified a

progression of leadership styles ranging from domination to true leadership in his observation of children in naturalistic settings. Meister (1956) differentiated between children who were leaders and those who dominated. He observed the existence of these two types of leaders from observations of 33 small play groups of children 4 to 12 years of age. In support of the idea that children show distinctive styles of leadership, Hardy (1975) attempted to modify the leadership behaviors of established child leaders. He concluded that elementary-aged children possess unique leadership styles that are dominant enough to affect the performance of the group.

Lazarus (1990) attempted to delineate characteristic features of kindergarten students' planning and leadership talk under the conditions of small-group work. The intention was to get the students to take charge of their work, stay engaged, and experience peer leadership. Student sessions were recorded on audio tape for comparison and evaluation. Lazarus concluded that, in all the group sessions, some children assumed leadership roles. Although tasks were set by the teacher, they were ambiguous and required interpretation and cooperation to be completed. Clearly, the group structure provided an opportunity for kindergarten children to experience leadership. Lazarus indicated that further research is needed to clarify the effects of tasks and structures on planning and leadership experience. Perez, Chassin, Ellington, and Smith (1982) found in studies done with preschoolers that early development of verbal skills, sensitivity to structure, and

independence appeared to contribute in an important way to the determination of preschoolers' leadership.

A number of studies and projects have examined leadership in youths at the secondary level. The Michigan State Board of Education sponsored Project Outreach during the 1984-85 school year. Project Outreach was a program that provided high school students with the opportunity to participate in a student leadership forum. The purpose of the forum was to provide students with the opportunity to gain new insights, communicate with peers, develop leadership skills, and provide feedback to the educational community relative to programs, services, and activities that the students considered to be priority issues. More than 72 school districts held forums, with more than 17,000 high school students participating. According to a report published by the Michigan Department of Education (1985-86), the forums were very successful in developing leadership skills. Student participants completed an evaluation of their forums. An overwhelming 99.9% of the students indicated the forums should be continued.

Gallagher (1982) developed a leadership curriculum unit at North Carolina State University that was designed to be presented to gifted and talented students at the elementary and junior high school levels. The pilot project involved 56 students at the upper elementary level. Gallagher attempted to evaluate the project by designing a set of educational objectives and then determining to

what extent they had been met. He identified two basic questions to be answered: Did the students master the basic ideas of the leadership unit? Were these ideas used beyond the research setting?

The students had little difficulty understanding the basic information of the unit, although there was some confusion in distinguishing between "influence" and "power" in abstract terms. However, the majority of students were able to define correctly leadership and types of leaders, to describe ways to become a leader, and to classify historical figures according to their leadership style. The students performed equally well on the higher-level cognitive tasks. They showed not only the ability to apply correctly the concepts discussed, but, in several instances, they displayed depth of thought and insight into problem-solving issues (Gallagher, 1982).

Another leadership program was developed by Rund (1973) at Stanford University to improve the attitude and behavior of black elementary students in grades 4, 5, and 6. The intervention, a leadership program, was constructed in response to teacher and pupil reports that rewarding behavioral outcomes were lacking for educationally desired behaviors.

In Rund's (1973) study, eight teachers identified 64 male and female social leaders, classifying each as usually positive or negative in attitudes and behavior. Although results of the analysis of variance revealed few statistically significant changes in attitude toward self that were clearly related to the

intervention, definite trends in the predicted directions were evident. Significant gains in self-concept did not occur. Leaders, especially negative males, increased their sense of efficacy and internal acceptance of responsibility. Attitudes toward school were not significantly affected.

The leaders who were most consistent and successful in performance produced the highest post-self-reports of attitudes toward self and school. Post-self-reports demonstrated a direct relationship to success as leaders. The most effective leaders tended to be those highest in peer dominations of social influence (Rund, 1973).

The results indicated that a leadership program can help students improve their behavior and maintain or develop more positive self-perceptions. For the experience to be significantly effective, the following elements appear critical: (a) full teacher support of the program and concrete help with individuals performing tasks, (b) daily development of the skills of leadership and self-direction by the teacher and advisor, and (c) strong peer support of the leaders (Rund, 1973).

Fertman and Long (1990) developed a program, All Students Are Leaders, which was designed to provide high school students with skills to be leaders in school, family, and community activities. The program was designed to include leadership awareness, communications, decision making, stress management, and

assertiveness. The program was designed to include students who did not occupy leadership roles in school. The program evaluation indicated that students showed gains in leadership knowledge and attitudes, based on the first posttest. The gains did not decline by the time of the second posttest. Fertman and Long concluded that further research was needed concerning ways the program could be integrated into the standard school curriculum.

Annerman (1987) developed and implemented a program to develop leadership skills in high school band students. The program's aim was to improve leadership skills over a 10-week implementation period. The program contained three basic components: (1) administering the Keirsey Temperament Sorter, (2) a series of seminars, and (3) band laboratory experiments. Results of the program indicated that, according to the teacher observation checklist, 100% of the target group achieved at least an 80% leadership effectiveness rating. One hundred percent of the target members improved their leadership qualities by at least one mean score.

Sabatini (1989) developed a program for eighth graders that was intended to prepare them for the social pressures of high school by building leadership qualities. The program was designed to teach students to think independently and resolve their conflicts. Sabatini thought this autonomy would enhance self-esteem, confidence, and leadership qualities. The program was delivered through small-group sessions. No formal evaluation of this program

had been done, but plans were being made to assess it with a pretest-posttest technique using a self-esteem inventory.

Hall (1987) described the Indian Youth Leadership Program, which was created in response to the need to develop specific skills in Indian youths who would assume leadership positions in the future at the family, school, community, and national levels. The program, which was offered through the Indian Youth Leadership Camp, stressed processing experiences, service, ethics, examination of non-Indian leadership styles versus traditional leadership, and leadership skill development through hands-on learning.

Hall and Kielsmier (1985) reported on the evaluation of the Indian Youth Camp for 1982 and 1983. Using the Janis-Field Self-Esteem Scale, the researchers obtained scores for subjects at the beginning and the end of the camp periods. The data for both years consistently showed two significant outcomes. First, the program had a universally positive effect on the self-esteem of all groups participating, regardless of race or ethnicity. Second, in both years, whereas the mean precamp score of Cherokee Nation youths was the same for all groups at the National Leadership Conference, their gain in the mean score at the end exceeded that for all groups combined.

A number of programs have been designed to teach leadership skills at the higher education level (Muntz, 1990; Rockingham, 1990; Twale & Fogle, 1986). The University of Pittsburgh offers semi-annual workshops that help students develop leadership skills. A

similar program at Southern Illinois University, described by Rockingham, focuses on leadership for those at both the undergraduate and graduate levels. An assessment of that program indicated that it had been successful in providing students with valuable growth experiences. The results also indicated that further assessment was necessary.

In a thesis concerning leadership-development approaches, Muntz (1990) compiled ideas for leadership development for colleges throughout the United States. The ideas were based on direct conversations with university personnel.

Lockett (1982) developed a curriculum and the related instructional materials for teaching leadership skills to second-grade students. The purposes of her study were to (a) determine whether there was a need for instructional materials to teach leadership awareness, (b) determine how teachers and experts would use instructional materials, and (c) survey the opinions of teachers about the appropriateness and potential use of the leadership curriculum developed in her study. The materials in the study, L.I.V.E., were evaluated as an instructional method that could be used to (a) develop in students an awareness of the concept of leadership, (b) develop in students a proficiency in skills directly related to becoming capable leaders and/or thinkers, and (c) motivate students to use these skills in their daily life situations.

Lockett (1982) selected seven second-grade teachers and four experts in the field of early childhood education for her sample. Materials were used by the teachers and students in the classroom learning activities during the 1982-83 school year. An opinion questionnaire was used to select feedback and/or recommendations from the two sample groups. The major conclusions from this study were as follows:

1. There is a need for instructional materials in leadership awareness for use in the elementary grades.

2. Teachers and experts judged the L.I.V.E. series to be (a) of high educational value, (b) free of negative stereotypes, (c) appropriate for second-grade students, (d) unique in format compared to other materials, and (e) usable without inservice training.

3. Teachers and experts agreed that second-grade children can successfully grasp the concept of leadership.

The present research was based on a recommendation from Lockett's (1982) study in that her research was limited to the development and assessment of materials for leadership training with second graders. She did not attempt to test the acquisition of leadership skills as a result of using those materials. That question was researched in the present study.

Summary

Leadership is an important psychological dimension of developing children. As children begin to recognize their own

abilities to assume the roles of leadership, the teacher can help them by understanding the dynamics of leadership development. As Piaget (1953/1973) and his collaborators and disciples have demonstrated, the child, by constantly adapting to new experiences and reaching out for more, develops intelligence, language, and reasoning. These impel the child to more play, exploration, and learning. These developments help move children from the status of passive followers to that of potential leaders.

If educational institutions want to view leadership as an interaction between group members to improve their problem-solving abilities or their abilities to set and attain goals, they must learn to apply the studies of leadership done in other segments of society, while at the same time beginning to do research in the educational area.

This study was an attempt to explore an environment that has been largely unexplored in leadership research--that is, leadership in young elementary school children--and what part, if any, the curriculum plays in the development of this leadership. The research was designed to provide data from which a curriculum model for teaching leadership might be suggested.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this research was to determine the effectiveness of a leadership curriculum, Leadership Is Vital to Education (L.I.V.E.) (Lockett, 1982), used with second-grade students. In this chapter, the design of the study and research procedures are described. The remainder of the chapter is divided into five sections: Subjects and Sampling Plan, Research Design and Procedures, Hypotheses, Analysis of Data, and Instrumentation.

Subjects and Sampling Plan

The sampling technique used was cluster sampling, as described by Borg and Gall (1983). A random sample of eight classrooms was drawn from a census list of 26 second-grade classes obtained from the Director of School Administration of the Midland Public Schools, Midland, Michigan.

Eight classrooms from this list were randomly selected for the study, using a table of random numbers. The sizes of the classes ranged from 19 to 24 students. The plan involved the study of intact groups; the classes were treated as a unit rather than as

individuals. Eight classrooms were then randomly assigned to the control and experimental groups, with four classrooms in each group.

The second-grade classrooms selected for the study met the following criteria:

1. The classrooms were self-contained. Team-taught classrooms introduced a potentially confounding factor of two or more adults; hence they were not used. In addition, split classrooms with multiple grades were eliminated.

2. The classrooms were not classified as gifted and talented classrooms. A classroom classified as one for gifted children might have violated the assumption of heterogeneous grouping.

The classrooms were selected from an urban school district with a community population of approximately 50,000 people. The school district from which the classes were taken was the Midland (Michigan) Public Schools. Midland is a white-collar community and the home of the largest single chemical complex in the United States. The following information about the demographics of the community has been published by the Midland Chamber of Commerce (1988). The median per-household income in Midland was \$31,485, as compared to \$23,420 for other cities in the United States. More than 37,000 people live in the city, with a median age of 29.3.

Midland has a total of 14 industries employing nearly 17,000 residents, 28 schools with more than 9,000 students, and more than 350 service clubs and groups. For the past 15 years, the two high schools have ranked in the top 10 schools in the annual Michigan

Mathematics Competition, as well as in the top 10% on the U.S. Chemistry Placement Exams. Approximately 65% of each high school graduating class goes on to higher education (Midland Chamber of Commerce, 1988).

Students in the Midland Public Schools traditionally have scored well above state and national norms on assessment batteries, as well as on college aptitude tests. The percentages of elementary students who received passing scores on the Reading and Science sections on the Michigan Educational Assessment Program were 83.9% and 84.9%, respectively, as compared to the state average of 66.1% and 67.3% for the same sections (Midland Board of Education, 1990-91). The most recent Scholastic Aptitude Test scores show Midland students exceeding the national average Verbal score by 16% and the national average Mathematics score by 18.5% (Midland Board of Education, 1990-91). On the 1990 American College Test, Midland students exceeded national scores in the English and Mathematics sections, and the Midland students' composite score exceeded the national composite score by 11.7% (Midland Board of Education, 1990-91).

Research Design and Procedures

The research design for this study was the pretest/posttest control-group design. As previously discussed, the subjects were randomly assigned using cluster techniques. The control group and

experimental group, consisting of four classrooms each, were administered a pretest. The L.I.V.E. leadership curriculum was incorporated into the experimental group's reading and social studies lessons for a 16-week period, whereas the control group received daily instruction in these areas without the components of the leadership curriculum. The posttest was then administered to both groups 1 week after the treatment had been stopped.

The dependent variable in the study was the students' acquisition and demonstration of the use of the following leadership skills, as defined in Chapter I: written and oral communication, group leadership techniques, decision making, and problem solving.

1. Written communication: skills that assist children in turning thoughts into words, sentences, paragraphs, and so on, that say what they really mean, accurately and honestly.

2. Oral communication: skills that assist children in learning to say what they really mean.

3. Group leadership: skills that assist children in learning how to chair a group and lead it in the accomplishment of an agreed-upon goal, as well as in learning how to be good followers.

4. Decision making: skills that assist children in assessing the pros and cons of decisions, making a choice, and being able to live with the choice.

5. Problem solving: skills that assist children in accurately identifying the problem, listing alternative solutions, and finally evaluating the choice made.

L.I.V.E. is a curriculum with related materials designed to (a) develop in students an awareness of the concept of leadership, (b) develop in students a proficiency in skills directly related to becoming capable creative leaders and/or thinkers, and (c) motivate students to use these skills in their daily life situations. The instructional materials in the L.I.V.E. curriculum included (a) discussion and problem-solving cards, (b) self-concept-building materials, (c) creative-thinking and sequential-thought materials, (d) information sheets on leadership skills, and (e) activities designed to increase listening skills. These materials were paired with teaching strategies to meet the leadership skills defined above.

The researcher contacted the teachers personally, to describe the study in an attempt to gain their support and cooperation in the completion of the project. After the classrooms were selected and permission was obtained, a schedule was set up for pretesting and posttesting. Those teachers working with the students in the experimental group were involved in an individualized inservice session and were provided with the curriculum materials and guidelines.

Hypotheses

This study was designed to investigate the effects of a leadership curriculum, L.I.V.E., on second-grade students. The purpose was to determine whether leadership skills can be taught to

second-grade students. Two hypotheses were addressed. It was hypothesized that the total posttest scores of the treatment group receiving instruction in the L.I.V.E. curriculum would not be significantly different from the scores of students in the control group. It was further hypothesized that the posttest scores of students receiving instruction in the L.I.V.E. curriculum would not be significantly different in the areas of oral communication, written communication, group leadership skills, problem-solving skills, and decision making from the scores of students in the control group.

Analysis of Data

To test the hypotheses stated in the study, analysis of covariance was used, where the posttest means were compared using the pretest scores as a covariate. This technique was selected to help ensure that the results obtained could be attributed within limits of error to the treatment variable and not to another uncontrolled variable.

The descriptive scores of the students for both the pretest and the posttest were reported by classroom. The average score and the variability of the scores, through the measure of standard deviation, were examined.

Instrumentation

Four separate subscales of the Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (Renzulli, Smith, White, Callahan, & Hartman, 1976) were used (see Appendix A). A review of the literature, including the Mental Measurement Yearbook (Buros, 1971), revealed very little in terms of instruments designed to measure leadership skills in children. Experts on gifted education who had done work in the area of leadership with children were consulted.

F. Karnes (personal communication, September 1988), A. Oliver (personal communication, September 1988), L. Roets (personal communication, September 1988), and W. Rhodes (personal communication, September 1988), all noted authorities in the area of leadership training for gifted students, indicated that it would be necessary to adapt an instrument currently designed to measure leadership in gifted children. All four believed that certain subtests of Renzulli's et al. (1976) SRBCSS would be appropriate for the project. Four of the 12 separate subscales were used to measure the components of the treatment. All four subscales were used for the pretest and the posttest. These subscales were Leadership Characteristics, Communication Characteristics--Precision, Communication Characteristics--Expressiveness, and Planning Characteristics. The four subscales were selected because they were related to the items of the curriculum that was to be taught. The content of each of the

subtests concerns the portion of the curriculum from which the conclusions of the study could be drawn.

Skills in oral communication, such as learning to say the right thing at the right time, were measured by Subscale VIII, Communication Characteristics--Precision. Examples of items used to measure oral-communication skills are Item 6 (*Expresses thoughts and needs clearly and concisely*) and Item 1 (*Speaks and writes directly and to the point*).

Skills in written communication, such as turning thoughts into meaningful words, were measured by Subscale IX, Communication Characteristics--Expressiveness. An example of an item from this subscale is Item 4 (*Uses colorful and imaginative figures of speech such as puns and analogies*).

Skills in group leadership and decision making, such as assisting peers in assessing the positive and negative consequences of a specific decision, were measured by Subscale IV, Leadership Characteristics. An example of an item from this subscale is Item 1 (*Carries responsibility well; can be counted on to do what he has promised and usually does it well*).

Skills in problem solving, such as listing alternative solutions and evaluating choices, were measured by Subscale X, Planning Characteristics. An example is Item 11 (*Is good at breaking down an activity into step by step procedures*).

Leadership Characteristics Subscale

The Leadership Characteristics subscale was constructed by Renzulli et al. (1976), who conducted a series of studies to obtain information about the validity and reliability of this subscale. The stability of the instrument and interjudge reliability were established by having two sets of teachers rate the same population of elementary students after an interval of 3 months had elapsed. Rating over time for leadership characteristics was stable, with the stability reliability and the interjudge reliability correlations at .77 and .67, respectively. These scores were both significant at the .01 level.

The Leadership Characteristics subscale was validated by comparing teachers' ratings on the subscale with peer ratings obtained through sociometric techniques. A high correlation (.83) indicated the teachers' estimates of leadership ability, based on the Leadership Characteristics subscale, were in close agreement with students' perceptions of leadership characteristics of their classmates.

Renzulli et al. (1976) further evaluated each item of the Leadership Characteristics subscale by comparing individual items with total leadership ratings. The correlations for the 10 items indicated a high relationship between the individual items and the total leadership scale for grades 4, 5, and 6.

Whereas only four subscales of the SRBCSS were used in this study, it was important to determine whether using part of the subscales would diminish the usefulness of the subscales. Renzulli et al. (1976) stated that the subscales represent different sets of behavioral characteristics and can be analyzed separately from the other dimensions.

The 10-item Leadership Characteristics subscale was scored as a 4-point scale, as were the three other subscales, as established by the authors of the instrument. The scores for each child could have ranged from 10 to 40, with high scores indicating leadership behaviors.

Communication Characteristics--Precision,
Communication Characteristics--
Expressiveness, and Planning
Characteristics Subscales

The initial input for these subscales was a systematic review of empirical literature and available instruments for the assessment of each special ability. The bibliography contains a list of major analytic studies, secondary sources, and instruments reviewed. Items were then selected from these sources, resulting in a total of 43 (20 for the communication section and 23 for planning).

To obtain evidence of content validity, items from both ability areas were randomly mixed together and submitted to a group of expert judges. Items were selected according to communication ability, planning ability, and unclassified items. Each was then

rated low to high, indicating how well it represented the category into which it was placed. Items with strong agreement (87%) and a mean strength of 2.57 were retained.

Construct validity was examined through the use of factor-analytic procedures. Response data were examined by generating an intercorrelation coefficient and employing a principal-component analysis in an attempt to discover meaningful factors underlying the scales. Only items with loadings of .55 or higher were retained.

According to Renzulli et al. (1976), only those subscales that are relevant to program objectives should be selected for a given program. The subscales can be used most effectively by analyzing students' scores on each of the respective subscales separately. The 10 dimensions of the instrument represent relatively different sets of behavioral characteristics. According to the test authors, the instrument, by design, emphasizes the relationship between a student's subscore and the types of curricular experiences that will be offered in a special program.

Summary

An overview of the methodology was included in this chapter. The subjects, sampling plan, research design and procedures, hypotheses, data-analysis procedures, and instrumentation were presented. The findings of the study are reported in Chapter IV. Chapter V concludes the study; the findings are discussed, and implications for future research are set forth.

CHAPTER IV

FINDINGS

Introduction

This study was designed to determine whether leadership skills can be taught to second-grade students. In addition, the researcher sought to determine the effectiveness of L.I.V.E. (Lockett, 1982), a leadership curriculum designed for use with second-grade students. This chapter provides the basis for an interpretation of this research. The results of the data analysis are presented in this chapter.

Review of the Design and Methodology

Eight second-grade classrooms were randomly selected for the study and then randomly assigned to either a control or an experimental group. It was not possible to randomly assign individual second-grade students to the experimental treatment (leadership curriculum) and to the control treatment (the school's regular academic curriculum). Rather, all students in a particular class had to receive one treatment or the other.

The students assigned to the treatment group received instruction in the L.I.V.E. curriculum. The curriculum, with its related materials, was designed to (a) develop in students an

awareness of the concept of leadership, (b) develop in students a proficiency in skills directly related to becoming creative leaders and thinkers, and (c) motivate students to use these skills in their daily life situations. The instructional materials in the L.I.V.E. curriculum included (a) discussion and problem-solving cards, (b) self-concept-building materials, (c) creative-thinking and sequential-thought materials, (d) information sheets on leadership skills, and (e) activities designed to increase listening skills. The control group used the established curriculum.

The research design was the pretest/posttest control-group design. All measures were administered by the classroom teachers. The pretest was administered to both groups in October. The treatment to the experimental group followed the pretest, and the posttest was given to both groups again a week after the 16-week treatment.

Four separate subscales and the total for the four subscales of Renzulli's et al. (1976) SRBCSS were used as the pretest and posttest measures. The subscales used were Leadership Characteristics, Communication Characteristics--Precision, Communication Characteristics--Expressiveness, and Planning Characteristics. According to the authors, the instrument, by design, emphasizes the relationship between a student's subscale scores and the type of curriculum experiences that will be offered in a special program.

Hypotheses

The study was designed to investigate the effects of a leadership curriculum, L.I.V.E., on second-grade students. It was hypothesized that the total posttest scores of the treatment group receiving instruction in the L.I.V.E. curriculum would not be significantly different from the scores of students in the control group. It was also hypothesized that the posttest scores for students receiving instruction in the L.I.V.E. curriculum would not be significantly different in the areas of oral communication, written communication, group leadership skills, problem-solving skills, and decision making from the scores of students in the control group.

Interpretation of the Findings

The pretest/posttest control-group design yields four mean scores. These mean scores for the total score for the leadership curriculum study are shown in Table 1. Two pretest means and two posttest means are associated with the experimental and control groups' ratings for behavioral characteristics of superior students.

The results shown in Table 1 indicate that there was some discrepancy between the experimental and control groups on the pretest, even though a random assignment procedure was used.

To ensure initial equivalence between groups, the statistical method of analysis of covariance was used, in which the posttest

means were compared, with the pretest serving as the covariate. The adjusted posttest scores in Table 1 provide an estimate of what the posttest means would have been if the two groups were equal on the pre-experiment covariate.

Table 1
Pretest and Posttest Statistics for the Total Test Score
of the SRBCSS

Group	Pretest		Posttest		Adjusted Posttest Mean
	Mean	<u>SD</u>	Mean	<u>SD</u>	
Experimental (<u>n</u> = 84)	86.82	27.20	109.90	25.43	112.66
Control (<u>n</u> = 80)	93.50	33.96	99.62	37.88	96.72

The descriptive statistics for each of the four subscales for each group are shown in Table 2. Analysis of covariance was used again in analyzing the data from the four subtests. The adjusted posttest scores provide an estimate of what the posttest means would have been if the two groups were equal on the pre-experiment covariate.

The treatment group's scores were adjusted upward on all subscales except Communication--Expressiveness. The scores for the control group were adjusted upward only on the Communication--Expressiveness subscale.

Table 2
Descriptive Statistics by Group With Adjusted Mean Scores

Measure	Treatment Group				Control Group			
	<u>n</u>	Mean	<u>SD</u>	Adjusted Post-Mean	<u>n</u>	Mean	<u>SD</u>	Adjusted Post-Mean
<u>Pretest</u>								
Communication--Expressiveness	84	10.41	2.84		80	8.73	3.67	
Leadership Characteristics	84	23.89	7.80		80	25.57	8.22	
Communication--Precision	84	23.78	8.71		80	24.03	10.24	
Planning Characteristics	84	28.72	10.53		80	35.15	14.68	
<u>Posttest</u>								
Communication--Expressiveness	84	11.40	2.68	10.78	80	9.66	4.47	10.30
Leadership Characteristics	84	30.38	5.60	30.85	80	28.08	7.94	27.59
Communication--Precision	84	29.08	8.91	29.17	80	24.87	11.78	24.77
Planning Characteristics	84	39.03	10.97	39.15	80	37.00	16.30	36.87

To test the hypothesis that there would be no difference between the groups on the dependent variables, an analysis of variance was computed. The main effect was the factor of the groups' pretest scores. The dependent variable was the students' posttest scores on the SRBCSS. The analysis of covariance summary by measure is shown in Table 3. With the pretest scores as the covariate, analysis of covariance was applied to each measure.

Table 3
Summary of \bar{F} -Values by Measure: Adjusted Means

	<u>df</u>	Treatment	Control	\bar{F}
Communication-- Expressiveness	2/161	10.79	10.30	1.23
Leadership Characteristics	2/161	30.85	27.59	16.48*
Communication-- Precision	2/161	29.17	24.77	14.47*
Planning Characteristics	2/161	39.15	36.87	2.13
Total of Measures 1 through 4	2/161	112.96	96.72	28.76*

* $p < .025$ (.05 two-tailed test).

The analysis of covariance revealed a significant \bar{F} -value for the treatment effect for the total scores as well as the Leadership Characteristics and Communication--Precision subscales at $p < .05$ of

a two-tailed test, .025 in the upper-right tail. The null hypothesis was rejected. On the Communication--Expressiveness and Planning Characteristics, with F -values of 1.23 and 2.13, respectively, no significant differences were found between the adjusted mean scores of the two groups. The F -values for the Leadership Characteristics and Communication--Precision subscales and the total of the four subtests indicated that the posttest means of the experimental and control groups were significantly different from each other after taking into account preexisting differences on the pretest mean scores.

The posttest means on all measures except for the Communication--Expressiveness subscale revealed that the posttest means for the experimental group had been adjusted upward, whereas the posttest mean for the control group had been adjusted downward. In this way, the pretest inequity between groups was compensated. The significant F -values (Leadership Characteristics: $F = 16.48$, $p < .025$; Communication--Precision: $F = 14.47$, $p < .025$; Total: $F = 28.76$, $p < .025$) indicate that the null hypothesis of no difference between the posttest means could be rejected. However, the data for the Planning Characteristics and Communication--Expressiveness subscales supported the hypothesis because $p > .025$.

The results appear to indicate that the leadership curriculum may be a variable responsible for the difference between the control and experimental groups in the areas of Leadership Characteristics, Communication--Precision, and the total score. The areas where the

dependent variable did not appear to be affected by the treatment were Communication--Expressiveness and Planning Characteristics.

In an attempt to determine whether there was a difference in the posttest mean scores as they related to gender for possible future study, the data were analyzed in terms of the performance of the male and the female students. Table 4 contains the descriptive statistics for the males who participated in both the control and the experimental groups.

Table 4
Pretest and Posttest Statistics for Total Test Score
on the SRBCSS: Males Only

Group	Pretest		Posttest		Adjusted Posttest Mean
	Mean	<u>SD</u>	Mean	<u>SD</u>	
Experimental ($n = 50$)	84.76	27.00	108.08	25.43	110.61
Control ($n = 35$)	92.02	35.60	95.94	37.95	92.32

As with the scores for both males and females, the results from Table 4 indicate a discrepancy between the experimental and control groups on the pretest mean. Analysis of covariance resulted in the posttest mean for the experimental group being adjusted upward and the control group mean being adjusted downward.

The descriptive statistics for each of the four subscales for the boys by group appear in Table 5. The scores of the boys in the

Table 5
Descriptive Statistics for Males by Group With Adjusted Mean Scores

Measure	Treatment Group				Control Group			
	<u>n</u>	Mean	<u>SD</u>	Adjusted Post-Mean	<u>n</u>	Mean	<u>SD</u>	Adjusted Post-Mean
<u>Pretest</u>								
Communication--Expressiveness	50	10.10	2.53		35	9.11	3.91	
Leadership Characteristics	50	23.58	8.26		35	25.31	8.20	
Communication--Precision	50	22.74	8.23		35	23.57	11.09	
Planning Characteristics	50	28.34	10.28		35	34.02	14.92	
<u>Posttest</u>								
Communication--Expressiveness	50	11.02	2.68	10.74	35	9.45	4.77	9.85
Leadership Characteristics	50	29.94	6.08	30.33	35	27.82	7.99	27.25
Communication--Precision	50	28.60	8.70	28.87	35	24.08	11.90	23.69
Planning Characteristics	50	38.52	10.79	40.63	35	34.57	16.54	31.55

treatment group were adjusted upward on three of the four subscales, and, similar to the total group, the scores of boys in the control group were adjusted upward only on the Communication--Expressiveness subscale.

The original hypothesis stated that there would be no significant difference in the posttest scores of the treatment and control groups. An analysis of covariance was computed. The summary of the results of this analysis for the male students only is shown in Table 6.

Table 6
Summary of F-Values by Measure for Males in the
Treatment and Control Groups: Adjusted Means

	<u>df</u>	Treatment	Control	<u>F</u>
Communication-- Expressiveness	2/82	10.74	9.85	1.76
Leadership Characteristics	2/82	30.33	27.25	7.08*
Communication-- Precision	2/82	28.87	23.69	12.01*
Planning Characteristics	2/82	40.63	31.55	28.39*
Total of Measures 1 through 4	2/82	110.61	92.32	23.24*

* $p < .05$.

The analysis of covariance revealed a significant F -value for the treatment effect for all subtests except for Communication--Expressiveness, as well as for the total test score, at $p < .05$ of a two-tailed test with the critical value being 3.86. The hypothesis could be rejected for all measures except Communication--Expressiveness when comparing males only.

Tables 7 and 8 show the same statistics for the females as were presented for the males. The same statistical procedures were applied in analyzing these data.

Analysis of covariance revealed a significant F -value for the treatment effect for the total score and for the Leadership Characteristics and Planning Characteristics subscales at $p < .05$ of a two-tailed test with the critical value being set at 3.86. The hypothesis could be rejected for each of those measures.

The Communication--Expressiveness subscale, with an F -value of .01, and the Communication--Precision subscale, with an F -value of 3.79, were not significant. Consequently, the null hypothesis was not rejected for those measures.

In comparing the treatment and control groups by gender from the descriptive statistics, the females had higher mean scores on both the pretest and the posttest on all measures except for the pretest control group for the Communication--Expressiveness subscale.

Table 7
Descriptive Statistics for Females by Group With Adjusted Mean Scores

.Measure	Treatment Group				Control Group			
	<u>n</u>	Mean	<u>SD</u>	Adjusted Post-Mean	<u>n</u>	Mean	<u>SD</u>	Adjusted Post-Mean
<u>Pretest</u>								
Communication--Expressiveness	34	10.88	3.23		45	8.44	3.48	
Leadership Characteristics	34	24.35	7.17		45	25.77	8.31	
Communication--Precision	34	25.32	9.28		45	24.40	9.63	
Planning Characteristics	34	29.29	11.02		45	36.02	14.60	
<u>Posttest</u>								
Communication--Expressiveness	34	11.97	2.63	10.85	45	9.82	2.46	10.66
Leadership Characteristics	34	31.02	4.82	31.50	45	28.28	8.00	27.92
Communication--Precision	34	29.79	9.29	29.39	45	25.48	11.79	25.78
Planning Characteristics	34	39.79	11.34	42.90	45	38.88	16.03	36.53

Table 8
Summary of F -Values by Measure for Females in the
Treatment and Control Groups: Adjusted Means

	<u>df</u>	Treatment	Control	<u>F</u>
Communication-- Expressiveness	2/76	10.85	10.66	0.10
Leadership Characteristics	2/76	31.50	27.42	5.67*
Communication-- Precision	2/76	29.39	25.78	3.79
Planning Characteristics	2/76	42.90	36.53	8.33*
Total of Measures 1 through 4	2/76	114.89	100.74	8.81*

* $p < .05$.

In comparing changes in the treatment group by gender, the females showed the greatest difference on the Planning Characteristics subscale, where the mean increased from 29.29 to 39.79. The males showed the greatest difference on that subscale also, with the pretest mean increasing from 28.34 to 38.52.

Using the adjusted posttest mean scores for the treatment groups, the males showed the greater difference between the adjusted posttest score and the pretest mean on the Communication--Expressiveness and Communication--Precision subscales, and on the total of the four subtests. Females showed the greater difference

in scores on the Leadership Characteristics and Planning Characteristics subscales.

Major assumptions regarding the use of analysis of covariance had to be checked. According to Borg and Gall (1983), homogeneity of regression and homogeneity of variance are of the greatest concern. Using a computer program, a conventional test was applied to the dependent variable scores conditional on the covariate. All variances were homogeneous except the scores associated with the Communication--Expressiveness subscale of the total group after being adjusted for the slope. As the assumption does not allow for this adjustment, the results indicate that the variances are heterogeneous for the total group. Kocher (1974) and Shields (1978) suggested that the violation of the assumption of homogeneity of error variances is not likely to lead to serious discrepancies between actual and nominal Type I error rates unless sample sizes are unequal.

The other assumption for covariance is homogeneity of within-group regression slopes. According to Huitema (1980), it is assumed that the regression slopes associated with various treatment groups are the same. If different population slopes are associated with different treatments, the pooled estimate would not be an appropriate estimate of the different population values.

The two consequences of violating the assumption of homogeneity of regression are difficulty in interpreting the meaning of a retained null hypothesis and biased F -test results (Huitema, 1980).

Again using a computer program, homogeneity of regression slopes was tested for the control and treatment groups, both males and females. The homogeneity of regression F -test was used to answer the question of the equality of the population slopes. The hypothesis that the sample values were equal was rejected. There was a significant difference on the Communication--Expressiveness and Leadership Characteristics subscales and the total test when comparing the total group. When the hypothesis was applied to gender it was retained as there was no difference on any of the subtests. The assumption of homogeneity of regression slopes for gender was met.

However, the overall conclusion was that the population slopes associated with the various treatments were not the same and that another model had to be used. Analysis of covariance through linear regression was used. A two-by-two factorial design with a covariate was employed, with X_1 as male and X_2 as female, Y_1 as control and Y_2 as treatment, and Z as the covariate. The linear regression was done for the total group only because the test for homogeneity of regression by gender indicated the assumption was not violated.

The results in Table 9 show little difference from those in Table 1, where analysis of covariance was used to adjust posttest mean scores (experimental-group scores from 112.66 to 112.24 and control-group scores from 96.72 to 96.08). As with Table 1, the adjusted posttest scores in Table 9 provide an estimate of what the posttest means would have been if the two groups were equal on the pre-experiment covariate.

Table 9
Pretest and Posttest Statistics for Total Test
Scores on the SRBCSS With Adjusted Means From
the Regression Approach to Nonparallel
Covariate Slopes

Group	Pretest		Posttest		Adjusted Posttest Mean
	Mean	<u>SD</u>	Mean	<u>SD</u>	
Experimental (<u>n</u> = 84)	86.82	27.20	109.90	25.34	112.24
Control (<u>n</u> = 80)	93.50	33.96	99.62	37.88	96.08

The descriptive statistics for each of the four subscales for each group appear in Table 10. Analysis of covariance through linear regression was used in analyzing the data from the four subscales. The treatment group's posttest means were adjusted upward on the Leadership Characteristics, Communication--Precision, and Planning Characteristics subscales and on the total score, which was identical to the data provided in Table 2, where analysis of covariance was applied.

To test the hypothesis that there would be no difference in the dependent variable, analysis of covariance through linear regression was computed as an alternative design. Table 11 is a summary of the F-values by measure.

Table 10
Descriptive Statistics by Group With Adjusted Mean Scores Through Linear Regression

Measure	Treatment Group				Control Group			
	<u>n</u>	Mean	<u>SD</u>	Adjusted Post-Mean	<u>n</u>	Mean	<u>SD</u>	Adjusted Post-Mean
<u>Pretest</u>								
Communication--Expressiveness	84	10.41	2.84		80	8.73	3.67	
Leadership Characteristics	84	23.89	7.80		80	25.57	8.22	
Communication--Precision	84	23.78	8.71		80	24.03	10.24	
Planning Characteristics	84	28.72	10.53		80	35.15	14.68	
<u>Posttest</u>								
Communication--Expressiveness	84	11.40	2.68	10.98	80	9.66	4.47	10.37
Leadership Characteristics	84	30.38	5.60	30.80	80	28.08	7.94	27.46
Communication--Precision	84	29.08	8.91	29.17	80	24.87	11.78	24.72
Planning Characteristics	84	39.03	10.97	41.34	80	37.00	16.30	33.82

Table 11
Summary of \underline{F} -Values by Measure: Analysis of
Covariance Through Linear Regression

	<u>df</u>	Treatment	Control	\underline{F}
Communication-- Expressiveness	6/157	10.98	10.37	1.84
Leadership Characteristics	6/157	30.80	27.46	17.44*
Communication-- Precision	6/157	29.17	24.72	14.43*
Planning Characteristics	6/157	41.34	33.82	30.00*
Total of Measures 1 through 4	6/157	112.24	96.08	29.92*

* $p < .025$ (.05 two-tailed test).

The regression approach revealed a significant \underline{F} -value for the treatment effect for the total scores as well as the Leadership Characteristics, Communication--Precision, and Planning Characteristics subscales at $p < .05$. The null hypothesis was rejected for those measures. The Communication--Expressiveness subscale revealed no significant differences between the adjusted mean scores of the two groups. The null hypothesis with an \underline{F} -value of 1.84 was not significant for that measure.

In comparing Table 3 to Table 11, the only area that was significant on one but not the other was the Planning

Characteristics subscale. When analysis of covariance through linear regression was applied, the F -value of 30.00 was significant at $p < .05$, whereas the initial design of analysis of covariance revealed an F -value of 2.13. Also, as with the analysis of covariance, the treatment variables, even though significant, were lower than the covariant variables on all subtests. A possible explanation follows in the section addressing conclusions.

The results appear to indicate that the leadership curriculum may be a variable responsible for the difference between the control and experimental groups in the areas of Communication--Precision, Leadership Characteristics, Planning Characteristics, and the total score of the four subscales. The significant F -values (Leadership Characteristics: $F = 17.44$, $p < .05$; Communication--Precision: $F = 14.43$, $p < .05$; Planning Characteristics: $F = 30.00$, $p < .05$; Total: $F = 29.92$, $p < .05$) indicate that the null hypothesis of no significant difference between the posttest means could be rejected. The only area that was not statistically significant was the Communication--Expressiveness subscale, with an F -value of 1.84 ($p > .05$).

Summary of Findings

The significance of this study has as its focal point the question of whether leadership skills can be taught to second-grade students. The instruments used to measure leadership skills in children and the statistical-analysis methods that were used were

described in Chapter III. The hypothesis was that the posttest scores of the group receiving instruction in the L.I.V.E. curriculum would not be significantly different from the scores of those not receiving the instruction.

The response data indicated that the null hypothesis could be rejected for the Leadership Characteristics, Communication--Precision, and Planning Characteristics subscales and for the total score for the four subscales. The treatment did appear to be a factor in the dependent variable for four of the five measures. The only null hypothesis not rejected was for the first subscale, Communication--Expressiveness, where the difference was not significant.

When the information was broken down by gender, the null hypothesis for all subscales except the Communication--Expressiveness subscale, as well as for the total score, was rejected at the .05 level for males. The same was true for females except for the Communication--Expressiveness and Communication--Precision subscales.

The design of the study was generally sound, and the findings cannot be dismissed lightly. Threats to internal validity were countered by randomly assigning groups to the treatment and control sections.

Potential problems are involved in applying these findings to other situations, the most serious of which are discussed in Chapter

V under Limitations. The composition of the specific school district and community from which the sample was drawn made it difficult to generalize widely from sample to population.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is organized so that the following topics may be discussed: summary, design, conclusions, limitations, and recommendations.

Summary

The purpose of this study was to determine the effectiveness of a leadership curriculum (L.I.V.E.) (Lockett, 1982) to be used with second-grade students. The researcher attempted to determine whether the leadership curriculum, which included instruction in oral and written communication, group leadership skills, problem solving, and decision making, could increase the students' skills in those areas. The population was further analyzed for possible future study in terms of any significant differences that could be attributed to the students' gender.

This study extended the work done for Lockett's (1982) doctoral dissertation, "The Development and Assessment of Instructional Materials for the Teaching of Leadership Skills to Second Grade Students in Selected Public Schools." It became an extension of her recommendation that the L.I.V.E. curriculum be actually field tested on second-grade students. This study was an attempt to determine

whether leadership skills could be taught to young children, an area in which current research is extremely limited.

Design

The research design for this study was the pretest/posttest control-group design. The subjects were randomly assigned using cluster techniques. The control group and the experimental group, consisting of four classrooms each, were administered a pretest. The L.I.V.E. leadership curriculum was then incorporated into the experimental group's reading and social studies lessons for a 16-week period, while the control group received their regular daily instruction. The posttest was then administered to both groups a week after the treatment had been stopped.

Analysis of data included analysis of covariance where the posttest means were compared using the pretest scores as covariates. The significance of differences of the posttest mean scores was set at $p < .05$ for a two-tailed test. The assumptions necessary to use analysis of covariance, specifically homogeneity of regression and homogeneity of variance, were not satisfied for all combinations studied. Therefore, an alternative design had to be used. Analysis of covariance through linear regression was used to analyze the data.

Conclusions

The analysis of data collected in the study indicated that four of the five null hypotheses, when comparing the total group, should be rejected. The findings appear to indicate that students receiving instruction in the leadership curriculum did differ significantly on the adjusted posttest mean score from those in the control group on all measures except the Communication--Expressiveness subscale. In cases in which significant differences between the two groups were reported, the differences were removed when the covariance was applied to the pretest mean scores with the posttest scores as the dependent variable. Thus, the results appear to indicate that the leadership curriculum did make a difference between the control and experimental groups in the areas of Communication Characteristics--Precision, Leadership Characteristics, Planning Characteristics, and the combined score of the four subscales.

The same data analysis was applied to the information in looking for differences by gender. For males, analysis of covariance between pretest and adjusted posttest means showed the covariance was significant for three of the subscales as well as total score for the male students in the experimental group at $p < .05$ of a two-tailed test. If just the males were used, the null hypothesis as stated could be rejected for four of the five

measures. There was a significant difference using the F -value between both groups on four of the five measures.

Using the same information, the data were analyzed for the females. Analysis of covariance revealed a significant F -value for the treatment effect for the total score and the Leadership Characteristics and Planning Characteristics subscales at $p < .05$ of a two-tailed test. The hypothesis for the two groups identified by gender could be rejected except for the Communication--Expressiveness and Communication--Precision subscales, where the F -value failed to reject the null hypothesis.

The following general conclusions can be drawn as a result of the study:

1. The data support the rejection of the null hypothesis for the total group on four of the five measures.
2. The data support the rejection of the null hypothesis for the male group on four of the five measures.
3. The data support the rejection of the null hypothesis for the female group on three of the five measures.
4. An examination of the F -values before analysis of covariance being applied appears to indicate that there were significant differences between the groups before analysis of covariance was applied.

These conclusions were arrived at with a full understanding that the limitations of the sample and the particular students of the school might affect the generalizability of the results. It is

also difficult to separate the effects of the method from those of the teacher, and this interaction of teacher and method may accentuate or detract from the potential merits of leadership instruction.

The results of the study partially support the supposition that leadership skills can be taught to young children. The limitations of the study and recommendations for further work in this area are addressed in the next sections.

Limitations

Although it is not possible, on the basis of this study, to specify the contribution of each aspect of the leadership curriculum to the gains in such leadership skills as group leadership, problem solving, and communication skills, it is reasonable to attribute some of the gains to the L.I.V.E. curriculum.

The positive results of this study should be viewed with several limitations in mind. The subjects were drawn from a school community where the socioeconomic level, the educational level of both parents, and the percentage of two-parent families are considerably above the national average, making it difficult for the results to be widely generalized with confidence.

The collection of data took place in the early part of the school year, and it is possible that an adequate amount of time may not have been allowed for the teachers to have a thorough

understanding of the students' abilities as they related to the areas being measured. This may even be more of a factor as the instrument was not a test in which the children participated, but a subjective instrument the teachers completed on each student. The study may have had different results if it had been completed later in the year.

The evaluation instrument, by its design, left much room for interpretation by the teachers completing the instruments. An extremely limited variety of evaluation instruments that measure leadership in children was available. As a recommendation for future researchers, a study should be undertaken to develop an instrument to give to early-elementary-age students, with the purpose being to assess their leadership skills.

In conclusion, from the data presented, a model curriculum for leadership development in children might be suggested. The model would suggest that a curriculum stressing the same components as L.I.V.E. could be instrumental in teaching leadership skills to 7- and 8-year-old children.

At the same time, it is not wise to overstress the significance or importance of any findings in research, particularly one with a limited number of subjects and few variables to be subjected to analysis. More demographic information would have been helpful, such as race, achievement levels, and cognitive levels, in determining the effectiveness of the curriculum as it relates to different types of children. However, any study that contributes

additional knowledge to the educational process is important in educational research.

According to Hurlock (1972), failure to use quasi-experimental studies because of their shortcomings would seriously handicap educational research. Hurlock concluded that, when the researcher is aware of the limitations and problems associated with the method of research and attempts to control them, the data collected can be a valuable tool in furthering educational research.

Recommendations

The results of this study were not predicted from a review of the literature. The area of leadership as it relates to children needs to be explored more fully as it applies to leadership development, the child's conception of leadership, and the teacher's conceptions of leadership in children.

Further work needs to be undertaken on the teaching of leadership skills to young children. In addition, research needs to be undertaken to determine whether leadership skills learned in the second grade are still present in junior and senior high school, to discover whether the leadership skills are transferred to situations other than the classroom.

Research also needs to be undertaken in this area that would include other demographic information. This writer looked only at the grade variable; other variables such as race, gender,

achievement, and socioeconomic level would be helpful in determining what factors might affect the learning of leadership skills.

Last, this researcher looked at the L.I.V.E. curriculum as the source to teach leadership skills. As schools are scrutinized even more and as curriculum changes occur, other curricula need to be developed and measured as to their effectiveness in teaching leadership skills.

Leadership development in the classroom is an important concept. Whether leadership is thought of as a dynamic process in the classroom, as an aspect of children's development, or as part of the school curriculum, the nature of how leadership can be developed needs to be explored continually.

The practical implications of the study suggest a need to reexamine current instruments available to measure or assess children's leadership abilities. The results indicate there is potential--a hope that leadership skills can be taught to second-grade students. The study also provides some validation that the L.I.V.E. curriculum itself may be an effective resource to teach leadership skills to second-grade students. The L.I.V.E. demonstrates an approach to teaching leadership skills through a curriculum designed to teach oral and written communication skills, group leadership skills, problem solving, and decision making. Further research is needed to determine whether the skills are maintained as the children move through the educational system.

In conclusion, the classroom may be thought to constitute a primary group in that it is characterized by intimate, face-to-face association and cooperation and is instrumental in forming the social nature and ideals of each child in that classroom. Thus, research and theory would seem to indicate that the classroom and the entire primary school experience are important as sources of study in the emergence of leadership behavior in the child's psychological and social development.

Appendix A

Leadership Characteristics, Communication Characteristics--
Precision, Communication Characteristics--Expressiveness,
and Planning Characteristics Subscales of the SRBCSS

Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____	Date _____
School _____	Grade _____ Age _____
Teacher or person completing this form _____	
How long have you known the child? _____	Months. _____

Part IV: Leadership Characteristics

	— Seldom or never	— Occasionally	— Considerably	— Almost always
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seems to be well liked by his classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can express himself well; has good verbal facility and is usually well understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiply by Weight	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Add Weighted Column Totals	<input type="checkbox"/>	> <input type="checkbox"/>	> <input type="checkbox"/>	> <input type="checkbox"/>
Total	<input style="width: 100px; height: 20px;" type="text"/>			



Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Jan J. White / Carolyn M. Callahan / Robert K. Hartman

Name	Date	
School	Grade	Age
Teacher or person completing this form		
How long have you known the child?		Months.

Part VIII: Communication Characteristics — Precision

	Seldom or never	Occasionally	Considerably	Almost always
1. Speaks and writes directly and to the point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Modifies and adjusts expression of ideas for maximum reception.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is able to revise and edit in a way which is concise, yet retains essential ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explains things precisely and clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses descriptive words to add color, emotion, and beauty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Expresses thoughts and needs clearly and concisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can find various ways of expressing ideas so others will understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can describe things in a few very appropriate words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is able to express fine shades of meaning by use of a large stock of synonyms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is able to express ideas in a variety of alternate ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Knows and can use many words closely related in meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiply by Weight	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Add Weighted Column Totals	<input type="checkbox"/> >	<input type="checkbox"/> >	<input type="checkbox"/> >	<input type="checkbox"/>
Total	<input type="checkbox"/>			



Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____	Date _____
School _____	Grade _____ Age _____
Teacher or person completing this form _____	
How long have you known the child? _____	Months. _____

Part IX. Communication Characteristics — Expressiveness

	<i>Seldom or Never</i>	<i>Occasionally</i>	<i>Considerably</i>	<i>Almost always</i>
1. Uses voice expressively to convey or enhance meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Conveys information non-verbally through gestures, facial expressions, and "body language."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is an interesting storyteller.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses colorful and imaginative figures of speech such as puns and analogies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiply by Weight	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Add Weighted Column Totals	<input type="checkbox"/> >	<input type="checkbox"/> >	<input type="checkbox"/> >	<input type="checkbox"/>
Total	<input type="checkbox"/>			



Scales for the Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name	Date
School	Grade Age
Teacher or person completing this form	
How long have you known the child?	Months

Part X: Planning Characteristics

	Seldom or never	Occasionally	Considerably	Almost always
1. Determines what information or resources are necessary for accomplishing a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Grasps the relationship of individual steps to the whole process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Allows time to execute all steps involved in a process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Foresees consequences or effects of actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Organizes his or her work well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Takes into account the details necessary to accomplish a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is good at games of strategy where it is necessary to anticipate several moves ahead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Recognizes the various alternative methods for accomplishing a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can pinpoint where areas of difficulty might arise in a procedure or activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Arranges steps of a project in a sensible order or time sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is good at breaking down an activity into step by step procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Establishes priorities when organizing activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Shows awareness of limitations relating to time, space, materials, and abilities when working on group or individual projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Can provide details that contribute to the development of a plan or procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Sees alternative ways to distribute work or assign people to accomplish a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiply by Weight	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Add Weighted Column Totals	<input type="checkbox"/>	> <input type="checkbox"/>	> <input type="checkbox"/>	> <input type="checkbox"/>
Total	<input type="checkbox"/>			



Note. From Scales for Rating the Behavioral Characteristics of Superior Students by J. S. Renzulli, L. H. Smith, A. J. White, C. M. Callahan, and R. K. Hartman, 1976, Mansfield Center, CT: Creative Learning Press. Copyright 1976 by J. S. Renzulli. Reprinted by permission.

Appendix B
L.I.V.E. Leadership Curriculum

L. I. V. E.
(LEADERSHIP IS VITAL TO EDUCATION)

A LEADERSHIP AWARENESS SERIES
FOR ELEMENTARY CHILDREN

DEVELOPED AND ADAPTED
BY
SHARON R. LOCKETT

AUGUST, 1982

All rights reserved. No part of this book may be used
or reproduced by any means without written permission
from the author.

This guide is dedicated to my colleagues near and far who share my love for and belief in children and their potential for positive growth in every aspect of their lives. It is your dedication, creativity and excellence in teaching which daily nurtures this growth in our youngsters.

INTRODUCTION

As an experienced teacher, you are aware of the presence of leadership in children. When properly identified and utilized by the classroom teacher, leadership ability can be a valuable enhancement to the educational process. L.I.V.E. (Leadership is Vital to Education) is a series of activities that have been developed to provide experiences in skills that identify behaviors characteristic of leaders. Exposure to activities designed to enhance these skills can become vital as a component of leadership training of early elementary children.

The material addresses seven behaviors identified as essential to effective leadership: (1) critical listening, (2) oral communication, (3) written communication, (4) sequential thought organization, (5) decision making, (6) problem solving, and (7) group leadership techniques. The activities are designed to demonstrate skill in each of the above characteristic behaviors and further specific directions and information is given preceding each set of activities.

It is my sincere belief that this will be an educationally rewarding experience for you and your children as you L.I.V.E. through these activities.

SUGGESTED TIME LINE FOR THE ACTIVITIES

<u>Day</u>	<u>Activity Number</u>
1	1
2	2
3	3
4	4
5	5
6	6
7	7 and 8
8	9
9	10
10	11
11	12
12	13
13	14 (Leader Cards 3 and 4)*
14	14 (Leader Cards 5 and 6)*
15	14 (Leader Cards 7 and 8)
16	15

*Leader Cards 4, 5 and 6 are the 3 cards which could require more than one class period a piece to complete. You may use your judgment on the pacing of the children through Activity 14.

Activities 1 and 2

LEADERSHIP AWARENESS:

As we begin this series of activities, it seems important that we take a look at our definition of leadership. Leadership can be defined as the act of leading others toward a specified goal. But even more than that, true leadership requires the leader to mobilize whatever resources are available to help followers reach goals that are shared by the leader and the follower(s).

It is obvious that not everyone can, will, or even should be a leader but the skills we are enhancing through the activities in this series can be useful to almost everyone in their daily life circumstances.

For the purpose of this series we are defining leaders as people who help others solve problems and get things done. Additionally, we will discover that leaders can also help others just have fun.

UNIT OBJECTIVES:

- To discover a definition of leaders.
- To practice being leaders and followers.

SPECIAL NOTE FROM THE AUTHOR:

Throughout this manual you will find sections written in script. These sections are presented as an example of the "teacher talk" you may wish to use with the activities. They are presented only as a guide and may be adapted for your particular class.

As you work through the activities, you will find a section with each activity which is entitled "Processing." I cannot stress too heavily the importance of this portion of the activity. It is essential that the children go through this debriefing process after each activity. It allows them to verbalize thoughts and feelings about themselves, each other and their involvement in the activity. Additionally, it brings focus to the purpose of each activity and how it relates to leaders and leadership. The opportunity for discussion not only sharpens their communication skills but it enhances their thinking processes. A final advantage of the PROCESSING section is that it gives you a better understanding of your class as individuals and as a group. Please take the time to enjoy this with your class.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Other leader/follower games may be played such as "Simon Says" and "Follow the Leader".

Look for several books which effectively dramatize the role of the leaders. Such stories as "The Pied Piper", "Chicken Little" and "The Goose that Laid the Golden Egg" may prove appropriate. Have the children role play or act out the various leader/follower roles portrayed in these stories.

Have "Leader of the Week" with the bulletin board dedicated to this person and his/her family, interests, strengths, etc. This person may also be allowed to assume numerous leader roles throughout the week: such as leading the class in various activities, running special errands, etc.

Activity 1

Skill: Beginning Recognition of
Concept of Leadership

MATERIALS NEEDED: Activity 1 Envelope.

DEVELOPMENTAL EXPERIENCE:

Introduction:

Explain to the children that they will soon form groups of four or five and that together, as a group, they will use their minds to create something fun and new. Every person has good ideas and should share these ideas with the group.

Involvement:

Children should be seated in groups at a table or desks should be moved together in groups. Instructions (to be read to all of the groups): *In a few minutes, I am going to give each group one of these envelopes. Each envelope contains "magic materials" which special people like you can use to make special things. Each group may use any or all of the magic materials in your envelope to design a playground on the moon or a piece of play equipment to be used on the moon playground. Since we don't know what a playground on the moon is really like, we can make it any way we want to. Each of you will work together with your group to create your special "thing" for the moon. Remember, your ideas are important to your group. I will place an envelope on the table in the middle of your group. Open the envelope when you hear me whisper the number one. (Begin counting at ten in a normal voice. Count backwards, getting quieter with each number until you finally whisper the number one.)*

Give each group of children an envelope marked "Activity 1" (each envelope contains two paper clips, one square, two triangles, one rectangle, one strip of yarn, one brad, and two buttons) and one 9x12 piece of construction paper (to be used as a work surface and a display area for their final product).

After ten minutes, encourage the children to complete the product and at 15 minutes stop the activity. During this time, you may want

Activity 1 (continued)

to circulate around the groups offering encouragement but refrain, as much as possible from interjecting your ideas into their creation. While walking around, observe and note the leadership patterns, i.e. who seems to be dominating the discussion and creation, who is not saying anything, does the leadership switch from child to child or remain with the same person, is the leader ever challenged.

Give each group a chance to display and explain their product. Again note who talks for the group. When the "show and tell" is over ask the children to put all of the materials back in the envelope.

Processing (discussion to be done with entire class):

1. *Who talked the most in your group while you were creating your moon things?*
2. *Who hardly said anything?*
3. *Who helped the most in your group?*
4. *Who do you think was the leader(s) in your group? Why?*

Point out to the children that leaders are people who help others solve problems or get things done.

Activity 2

Skill: Beginning Recognition of
Concept of Leadership

MATERIALS NEEDED: Space for the children to move about.

DEVELOPMENTAL EXPERIENCE:

Introduction:

"The last time we talked about leadership we decided that leaders are people who help other people to solve problems or get things done. Let's look at some of the leaders you know. Who is the leader in our classroom? (Children may either respond that the teacher is the leader or name a child who is a leader. Accept either and/or both answers.) Who is the leader in our school? (the principal) Who is the leader in your church? (the minister, priest, rabbi, etc.) Who is the leader of our nation? (the president) Who is the leader in our gym class? (the P.E. instructor) Who is the leader in our music class? (the music teacher) Who is the leader in your home? (Mom or Dad, Grandpa or Grandma) Do all of these people help other people to solve problems or get things done? What are some of the things they help other people get done? What are some of the problems they help other people solve?

Sometimes leaders just help other people have fun. Today we are going to play some games where some of us will get to be leaders and others of us will get to be followers."

Involvement:

- A. Provide space for all of the children to form one circle. Then have the children form a circle. Instruct them in the game called "Follow Me" in which the leader begins some kind of movement such as rubbing his/her stomach, then later changes to tapping his/her head and later contracts and releases facial muscles which causes him/her to make a funny face. After about three new movements, the leader becomes a follower and a new leader is selected. This may continue for as long as it seems appropriate. You may wish to be the first leader, then randomly choose succeeding leaders.

Activity 2 (Continued)

- B. "Mirror, Mirror" is the second game to be played. Before beginning this game allow time for the children to go, in pairs or groups, to a mirror and watch themselves move their arms, shoulders, facial muscles, etc., paying attention to what is happening in the mirror. In this game the children pair off and spread out to different areas of the room. The children decide which one of them will be leader first. The leader then faces his/her follower and slowly moves a body part and the follower must match the leader's movement as a mirror image would. For example, when the leader slowly moves his/her right hand in a medium sized circle, the follower will have to slowly move his/her left hand and follow that motion as a mirror image would. After three minutes a switch should take place and the leader will become the follower and the follower will become the leader. If any child does not have a partner urge him/her to become your partner.

Processing:

After children are seated again ask the following questions:

1. *What did you think about while you were the leader?*
2. *What did you think about while you were the follower?*
3. *Did you enjoy being the leader?*
4. *Did you enjoy being the follower?*
5. *Which did you like best?*
6. *Do you think it is alright to be a leader some of the time and a follower at other times?*
7. *What do leaders do? Guide the children to the fact that leaders are people who help other people solve problems, get things done and sometime they help other people have fun.*

Activities 3 and 4

CRITICAL LISTENING:

Children often fail to gain complete understanding of that to which they are supposed to be listening, even though they show a receptive attitude. The reasons for this are numerous. Their attention is often divided. They believe that they are listening to what is being said by another, but become easily distracted and find themselves only partly conscious of the import of the words that they hear. Often children and adults as well hear only what they want to hear. Sometimes an emotional bias or block may cause them to misinterpret the connotation of the words of the speaker. The accompanying voice intonation or gestures of the speaker may further this misinterpretation on the part of the listeners. Many times the children are simply unfamiliar with the terminology used and they are left with confused understanding or almost complete misunderstanding. As educators, we must be sure that that to which a child is expected to listen is associated with his/her background of experience and should motivate him/her toward constructive thinking.

UNIT OBJECTIVES:

To recognize that communication is a two-way process.

To provide practice in attentiveness to oral directions.

To promote the enjoyment of listening.

To promote attentiveness to connotation and intonation of the voice and familiarity with its importance in communication.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Play "Gossip", where the children all sit in the circle and you give the first person a brief message which they are to whisper into the ear of the person next to them. The whispered message travels from child to child and is finally repeated out loud by the last child to receive the message. A comparison is then made of what the original message was and what was the message heard by the last person. A discussion ensues about listening well to what others say and speaking clearly.

Have one child volunteer to stand and follow several oral directions in the sequence they were delivered. The class then critiques the accuracy of the child. The directions are to be given only once. They may be something like: Touch the right side of the door, then walk eight steps to your left, bend and touch your right heel four times, skip eight times to your right and sit down.

Read a brief story or poem to the children and then ask them questions which refer not only to the details of the poem but the attitude or feelings of the characters involved.

Activity 3

Skill: Critical Listening

MATERIALS NEEDED:

A screen or cardboard large enough to shield your face and upper torso. Activity 3 envelope.

DEVELOPMENTAL EXPERIENCE:

Introduction:

"As we have been learning about leaders, we have said that leaders are people who help other people to solve problems, and get things done. We also said that leaders sometimes just help other people have fun. Now we are going to spend some time talking about things that help a person do a good job of leading. Do you think that there are ever bad leaders? What kinds of things would a bad leader do? What kinds of things would a good leader do? Alright, let's look at a skill that helps a leader do a good job of leading. In order to do a good job of leading, a person must be a good listener. A leader must learn to listen carefully to what is being said and to how the person feels about what he or she is saying. Sometimes people are happy about what they are saying to us, sometimes they are sad. Sometimes they are excited and sometimes they are disappointed. How can we tell how a person feels about what they are telling us? (Children will probably respond with something which indicates that the look on the face of the person tells a lot but they must also be led to understand that a lot of feeling is displayed by the sound of the voice.) Today we are going to learn how to tell what people are feeling by listening to how they say things."

Involvement:

- A. By use of a screen or a large piece of cardboard or paper, the teacher must shield his/her upper torso and head from the children. In this manner, the children can not use either facial expressions or body language to tell the feeling behind what is being said. Next, the teacher will repeat this sentence: *The ball is rolling down the sidewalk.* The first time it is said the teacher's voice

Activity 3 (Continued)

should sound angry. Now stop, become visible to the children and ask them what feeling did they hear in those words. This process should be repeated with the following feelings: joy, surprise, fear, teasing, and disappointment. (Any other identifiable ones may be used such as sad or crying.)

This entire process may be repeated using a student to be the leader using great happiness, sadness or crying, anger and teasing. You may have to guide the leader in how he or she may want to sound. Here are some sentences that may be used:

1. Today is my birthday.
2. The sky is blue with white clouds.
3. Everyday we have reading.

- B. *In order to better understand why it is important to be able to listen carefully to how things are being said, we are going to do a little role playing. I need five volunteers. One of you will be the leader and the other four will be the followers. (Select the leader and the children.) Now here is the situation. Let's pretend all of you live very near each other in the same neighborhood. You have decided to form a club for after school. But first you all must decide on a name for the club. The leader has chosen the name "The Dreamers". I will hand each of you a card with a sentence on it. Below the sentence will be a feeling you are supposed to show while you say those words. I will help you find the best way to say the words with that feeling, if you need my help. (Pass out one card to each of the four followers and two cards to the leader. Meet very quickly with each of them, out of earshot of the leader, to make sure they understand the sentence, and can say it in the appropriate way. You may have to model the way to say it for them. Next, instruct the members to get together like they are having a meeting. Have the leader read his/her card A, "Hey gang, let's call our club the Dreamer's Club". One at a time each of the members says his/her part. After each member has said his/her part the class will guess the feeling. Gestures and mannerisms may be used this time. After all of the members have voted, have the leader read his/her card B, "Good, then we all want to be the Dreamer's Club".*

Activity 3 (Continued)**Processing:**

1. *Did the leader listen to what the members of the club really felt?*
2. *How many members really wanted that name for the club? (one and the leader)*
3. *Why do you think the rest of the club members didn't tell the leader what they were really feeling? (Discussion should be led to the fact that maybe they really like the leader and didn't want to hurt his/her feelings. Or maybe they felt that because the leader suggested the name that was the way it should be. Or maybe they just didn't want to because they didn't have a better name.)*
4. *How do you think the members felt about the leader?*
5. *Do you think it is important for leaders to listen to how their followers are saying things as well as what they are saying? Why?*

Activity 4

Skill: Critical Listening

MATERIALS NEEDED:

Activity 4 Envelope, one piece of paper (preferably unlined) per child, crayons (1 red, 1 green, 1 purple, 1 orange) for every pair of children.

DEVELOPMENTAL EXPERIENCE:

Introduction:

"As we have been taking a look at leaders, we learned that in order for a person to be able to do a good job of leading others, he/she must be able to listen not only to what is being said to him or her but also how it is being said. Last time we worked on listening to how people are saying things to us and we talked about how important it is to be able to tell what the person is really feeling as they are speaking to us. Today we are going to work on listening to what is being said to us. We are going to do something that you probably have never done before and I think you are really going to enjoy it. Before we begin, let's review what a rectangle looks like, and a square, a circle and an X."

Involvement:

Children are to pair off and find a place to sit on the floor where they are not sitting near another pair. They are then supposed to sit back-to-back and wait for further instructions.

"In a few moments, I will give one of you a blank piece of paper and the other person a piece of paper with figures on it. The person with the blank paper will be the follower the first time we do this activity and the person with the figures on the paper will be the leader. Later we will do this again switching positions and the leader will become the follower and the follower will become the leader."

You are to keep your backs together so that you cannot see each other. The leader will tell the follower what to draw and where to draw it. The follower will draw exactly what the leader tells him/her to do. Leaders, I'd suggest that you describe one figure at a time. Be sure to

Activity 4 (Continued)

tell the follower which crayon to use each time. Followers, you will have to listen carefully to what is being said and do it."

Circulate as the children are giving instructions and see if you can offer support but do not offer suggestions. Let them struggle. When the followers have finished they may compare the drawings they made with the original. Do Processing No. 1. Then have them sit back-to-back again. This time give the new original to the follower (who has now become the leader) and have him/her describe the figures to the new follower. Follow the same procedure. Then they can compare the pictures again.

Processing No. 1:

1. *Followers, what problems did you have while you were listening to the leader give you directions on what you should draw?*
2. *Leaders, what problems did you have while you were trying to tell the follower what to draw?*
3. *Followers, if you could do it again, what would you do differently?*
4. *Leaders, if you could do it again, what would you do differently?*

Processing No. 2:

1. *Followers, was it easier for you to draw than to give the directions? What problems did you have this time? Did it help that you were a leader the last time we did this?*
2. *Leaders, was it easier for you to give the directions than to draw like you did last time? What problems did you have this time? Did it help that you were the follower last time?*
3. *What did we learn from this experience? (Guide the children to verbalize that as leaders we must learn to make our directions very clear and as followers we must learn to listen very carefully.)*

Activities 5 and 6

ORAL AND WRITTEN COMMUNICATION:

Language is a very special means of communication. It encompasses every means of communication in which thoughts and feelings are symbolized as to convey meaning to others. Language consists of such forms of communication as writing, speaking, sign language, facial expression, gesture, pantomime, and art. Language is one of the main things that distinguishes human beings from the lower animals.

Speech is a form of language in which articulate sounds or words are used to convey meaning. An effective leader must be able to communicate with others in a manner which enables him/her to lead the group to the accomplishment of the identified goal. The volume, speed, tonal variation, timing and content of the leader's speech greatly affect the effectiveness of the leader.

The leader's thoughts must be properly organized and delivered in a manner which will attract the attention of the followers. In order for this to occur, attention must be given to improving the leader's written communication skills. Attention must be given to sharpening skills of writing with clarity, conciseness, creativity, and the ability to convince others.

UNIT OBJECTIVES:

1. To familiarize children with verbal and non-verbal communication.
2. To provide opportunities for children to communicate positive thoughts about themselves in both written and oral form.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Select a book from the media center which uses "Black Dialect" or some regional dialect such as Appalachian dialect. Read some appropriate parts or all of it to the children. A discussion should follow which leads the children to understand that there can be many variations of a language spoken within a nation. They should be led to recognize that different dialects are not "bad" because they sound different, and that we identify or are most comfortable with the kind of language that we hear at home. This often requires us to learn two kinds of "languages"; a "home language" and a "school language" so that we can feel comfortable in any situation that we may find ourselves in. Emphasis should be placed on the fact that "home language" and "school language" have equal value. John Steptoe's book entitled, Stevie is a good choice for such an experience.

Allow children to make up commercials in which they advertise their willingness to be hired out to do something for others that they do real well.

Suggest that they make up a story about a leader who seemed to make a lot of mistakes and what happened to him/her, or any other story involving a leader.

Activity 5

Skill: Oral Communication

MATERIALS NEEDED:

Activity 5 Envelope containing Activity 5 Worksheet (Rules for Being a Good Communicator with Words, Special Me Word(s) Lists and Special Me Name Tags), pencils, large felt marker to write on the name tags.

DEVELOPMENTAL EXPERIENCE:

Introduction:

"We have learned that leaders are people who help other people solve problems or get things done. They are also people who sometimes just help us have fun. We also talked about leaders and some of the things a leader must be able to do if he/she is going to do a good job of leading. We have already worked on learning to be a good listener. Today we will begin to learn how to be a good C-O-M-M-U-N-I-C-A-T-O-R. Wow, that's a big word but I'll bet you can say it with me. Let's try it, C-O-M-M-U-N-I-C-A-T-O-R. Does anyone know what a communicator is? (Accept all even closely relevant answers.) Another meaning for communicator is: someone who exchanges or passes along feelings, thoughts, or information (Wilt, 1978).

Are you a communicator? You certainly are. You communicate everyday with everyone around you. Everyday, you let others around you know some of your thoughts and feelings and you give them information. Sometimes we communicate with words and sometimes we communicate with our bodies. (Demonstrate the latter concept by asking the children, "What am I telling you when I do this _____?" Then proceed to wave, shake your head yes or no, shrug shoulders, put hand up for stop, frown, "shhhh" with your fingers to lips and beckon, saying with your hands, "Come here." You may use any other non-verbal communication that you think they will recognize.)

Today, we are going to learn to be good communicators with words when we talk to others and we're going to talk about your favorite person...YOU! But first, let's look at some rules for being a good communicator with words."

Pass out Activity 5 Worksheet.

Activity 5 (Continued)

Involvement:

In a few minutes, I am going to pass out a sheet of paper that has SPECIAL ME WORD(S) on it and we are going to do some things with this sheet. (These sheets are found in the Activity 5 envelope. Pass out the sheets and read through each SPECIAL ME WORD with the children, briefly discussing them so that the children are clear on the meaning of each word.) Then say: Now I want you to think real hard about yourself and figure out which word is most like you. Are you a happy person, or a friendly person or a good thinker? Or are you a neat and tidy person? (Allow time for them to decide.) Now that you have decided which SPECIAL ME WORD(S) fit you best, I will ask you to tell us why you chose your SPECIAL ME WORD(S). Let's look at the bottom of your SPECIAL ME WORDS page. There is a sentence which you are going to use when you tell us about you. First of all, you will say, "I'm proud to say that I am a _____ (happy or hard-working or friendly, etc.) person because I _____ (and here they tell us that at home they help their mom with setting the table or when they are with other people they act friendly toward them, etc.)"

This entire process may take some time and considerable guidance from you, because children are often not accustomed to speaking positively about themselves and supporting their beliefs. However, it is time well spent. When this whole process is finished say to the children, "Now we are going to make you some special name tags to wear the rest of the day. Let's look at them. (These name tags are also found in the Activity 5 envelope.) They say, "Hi! Ask me why my name is (Friendly Michael)." I will put your name and the SPECIAL ME WORD(S) that you chose for yourself on your name tag. Then as you wear that name tag all day you can communicate with others very well as you tell them why you are such a special person. Remember to use our Rules for Being a Good Communicator with Words. Let's review them. (Review the list of rules making sure they know how to apply them to what they will be doing when someone asks them about their name tag.)"

Activity 5 (Continued)**Processing:**

1. *Who will tell us one of the Rules for Being a Good Communicator?*
2. *How about another rule?*
3. *What is the last rule?*
4. *Why is it important for us to use these rules when we talk to others?*
5. *Why is it important for a person who wants to do a good job of leading to use these rules when talking to others?*

Activity 6

Skill: Written Communication

MATERIALS NEEDED:

Ample board space. Willy Wonka Letter - Activity 6B. Activity 6 Envelope containing Rules for Good Writing. (6A)

DEVELOPMENTAL EXPERIENCE:

Introduction:

The last time we worked on learning about leaders we spent some time talking about how special we are. We even made name tags to tell other how special we are. Let's talk about your c-o-m-m-u-n-i-c-a-t-i-o-n with others as they asked you about your name tag.

1. *How many of you had someone ask you just why you are called your SPECIAL name?*
2. *Tell us some of the people who asked you about your special name.*
3. *Who will tell us what your answer was to their question?*
4. *How did you feel when you gave your answer and told them how special you are?*
5. *Did you use the Rules for Being a Good Communicator with Words?*
6. *What did people say to you after you told them about your special name?*
7. *Did you like wearing that Special name tag? If you did you may wear it any time you wish.*

Now that you have learned something about communicating with words by talking, let's learn something about communicating with words by writing. Do you remember that a communicator is someone who exchanges or passes along feelings, thoughts, or information? Is it possible to

Activity 6 (Continued)

write about our feelings or thoughts? Certainly it is. Is it possible to give others information by writing it down? It certainly is. Everything that we read either tells us someone's thoughts or feelings or it gives us information. In order to do a good job of leading, it is important to be able to communicate well with others by writing to them.

Involvement:

Today we are going to pretend and use our imagination. Let's pretend that Willy Wonka is looking for a new president for his Chocolate Factory and someone told him about you. The only problem is that he really doesn't know much about you. So you are going to write him a letter telling him some important things about you. If you want him to hire you, you will have to make him believe that you are the best person for the job. So be sure to tell him all of the wonderful things about you. He wants to know:

(List on the board)

1. Your first and last name.
2. Where you live.
3. How old you are.
4. How many people are in your family and what are their names.
5. What is your favorite thing to do in school?
6. What is your favorite thing to do when you are not in school?
7. What is it that you do better than anyone else you know?
8. Do you like chocolate?
9. Do you like kids?

Before we can write Mr. Wonka a letter, maybe we had better look at the Rules for Good Writing. (See Activity 6 envelope.)

1. Think carefully about what you want to say before you try to write it.
2. Always write complete sentences.

Activity 6 (Continued)

3. Write as neatly as you can.
4. Use capital letters, question marks and periods.
5. Try to spell all words correctly.
6. When you have finished writing, look back over your work to see if you have made any mistakes.

Now we need to make a list of words you may need in order to write your letter. You tell me the word and I'll write it on the board so that you may use it in your letter.

Okay, now we know the rules for good writing and we have a list of words that we may need to write our letters. All we need to do now is pass out the paper so that you can write your letter. Be sure to let him know just how great you really are so that he will choose you.

After all of the letters are written, allow time for all of the children to read their letter out loud to the class. This may be time consuming but it is extremely important in this exercise as it not only enhances the child's self-concept as he/she reads about himself/herself, but it also helps them to hear how their writing sounds when it is read out loud.

Processing:

1. *How did you feel while you were writing to Mr. Wonka?*
2. *Did you use the Rules for Good Writing?*
3. *Why is it important to learn how to write well?*
4. *Why is it important for a leader to be able to write well?*
Let's look at some of the leaders we talked about earlier.

Activity 6 (Continued)

5. *What kinds of things would a principal have to write?*

6. *What would happen if he/she didn't write well?*

(Continue questions 5 and 6 with teacher, parent, the President of the United States, and/or other leaders they are familiar with.)

Activities 7 and 8

SEQUENTIAL THOUGHT ORGANIZATION:

The effective leader must be able to organize his/her thoughts and thus his/her actions to make the maximum impact. Because this process involves the ability to think sequentially it can best be enhanced through practice.

UNIT OBJECTIVES:

To provide practice in placing things in sequential order.

To provide the recognition that most tasks and/or problems are solved in steps.

To provide the opportunity for group interaction and decision making.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Cut out comic strips and put in envelopes. Distribute to the children to place in the correct order.

Prepare an activity which involves appropriate classroom cooking in order that they may see the importance of doing things in sequence.

Have them draw a three-frame cartoon to illustrate something done in sequence or an occurrence that requires three steps.

Activity 7

Skill: Sequential Thought
Organization

MATERIALS NEEDED:

One "School" Envelope for each group and one "Cookie" Envelope for each group found in the Activity 7 Envelope.

DEVELOPMENTAL EXPERIENCE:

Introduction:

So far, we have learned that a leader must know how to listen well, speak well and to write well. Now we are going to learn something about the way we think. Wouldn't it be crazy if when we were babies, we first learned how to walk and later decided to learn how to crawl? What if we put our shoes on first and then decided to put our socks on? What if we took a bath and then went outside and played in the mud? Something would be wrong with the order in which we were doing things. We must train our brains to think of things in the correct order so that we can do the best job of getting things done. When people are helping others to solve problems, get things done or just have fun, they must always know the correct order in which to do things. We are going to work on making sure that we can figure just what the best order to do something is.

Involvement:

We are going to form groups of around four people each. Then I will come around and give you an envelope that says Morning. Inside each of these envelopes are some strips of paper with things that we might do in order to get ready for school in the morning written on them. When I tell you to begin you and your group will read each of the strips. I will help you with the words if you need help. Then you will spread the strips out and place them in the order that you think they should be done in order to get to school. You must decide on that order as a group. Everyone should help make that decision.

Activity 7 (Continued)

Walk around and observe the group dynamics as they work on this task. When they have finished this task, discuss the results with them. If there were any differences of order, discuss the reasons for the choice with them. If the reasoning is logical accept it as another possible sequence. The same activity may be done again with the envelopes marked Cookies.

Processing:

1. *Who did the most talking in your group?*
2. *Who was the leader?*
3. *Who were the followers?*
4. *Was there anyone who did not help make the choices?*
5. *Were you ever confused as to what step came next? What did you do about that?*
6. *Why is it important for a person who wants to do a good job of leading to be able to think of the correct order for things?*

Activity 8

Skill: Sequential Thought
Organization

MATERIALS NEEDED:

Activity 8 Envelope containing problems and tasks to be put in proper sequence.

DEVELOPMENTAL EXPERIENCE:

Introduction:

The last time we did our leadership activities we worked on training our brain to think of things in the correct order. We did this by putting some steps together in the correct order. But in order for us to be good leaders and followers, it is important for us to use our brains to think of ways of solving problems or doing things. As we are deciding how to do this we must list the steps that we must follow. We must decide what must be done first and then what must be done next and what is the third thing to be done and so on until the task is completed or the problem is solved. Each thing to be done is called a step. Some problems or tasks have two or three steps such as putting on a shoe. First you pick up the shoe, match the right shoe to the right foot, next you slide your foot into it and finally, you buckle or tie the shoe if it has buckles or shoestrings. You see, that was four different things to do and so we say it took four steps to put on the shoe. Some problems or tasks take many more than three or four steps to complete. It takes many steps for Mom or Dad to prepare dinner for us. It takes many steps to make a real car in the factory. Each step must take place in the correct order or the problem cannot be solved correctly or the task will not get done. We are going to practice thinking of the correct steps and putting them in the correct order.

Involvement:

In a few minutes, we will form groups of four or five people and we will work together to list the steps that will help us solve the problem or do the task. I am going to give each of your groups a separate problem or task to work on. First, you will read the card and talk about what the problem or task is. Next you will decide what steps must

Activity 8 (Continued)

be taken to solve the problem or task. Then you will have one member of your group list the steps on a piece of paper, in the correct order. Each problem or task needs at least four steps to complete it. You must list at least four steps in the correct order.

Distribute a problem or a task card to each group. These cards are located in the Activity 8 envelope. While they are working on listing the steps, circulate and note the group dynamics at work. Note any changes that might be occurring among former followers who are now beginning to be leaders and leaders who are learning to take the follower's role just as graciously. Also, offer support to them, assuring them that they may just spell the words the best way they can. Constantly praise them for being such good thinkers.

When this task has been completed, allow each group to share their problem or task and the steps they devised to complete the task or solve the problem.

Processing:

1. *Who did the most talking in your group?*
2. *Who helped the most?*
3. *Who was the leader?*
4. *Did you have trouble figuring out what steps were needed to complete your task or solve your problem?*
5. *Did you feel that your brain had to work real hard? If you did, then give yourself a hand.*
6. *Why is it important for a leader to know the correct order in which to follow steps to solve problems or do tasks?*

Activities 9 and 10

DECISION MAKING:

Children, and adults as well, are constantly making decisions. Every day we make numerous decisions. Some of them are small and require minimal thought. Others are large and the impact of the decision may be great. This requires a much more intense type of thinking. Many things may come into play in the process of making the decision; our background, our experiential base, the implications of the decision and our values.

We all make many decisions which prove to have been correct and some that prove to have been unwise. In order to lessen the number of unwise decisions that we make, it is necessary to look at appropriate alternatives and select the best one. This is not always easy to do but being given the opportunities to practice decision making can help.

Leaders are continually called upon to make decisions so the refinement of this skill will prove to be a real asset.

UNIT OBJECTIVES:

To provide the opportunity for children to make a choice and publicly affirm their choice.

To provide practice in defending or explaining their choice.

To provide the opportunity to examine their own values and make judgments according to their values or those of the group.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Throughout the day, give the children many opportunities to make decisions which affect them and their classroom. Use the words "decide" and "decision" frequently. At the end of the day, have the children write or tell which decision was most difficult for them to make and why.

Have them invent or design a survey for other children in the school. This survey would force other children to make decisions. Some of the decisions should be minor but there should also be some tough ones on this survey. On another day, they could be allowed to survey some of the students. Finally, they should report their results back to the class. Discussion should take place which called attention not only to the results of the survey but the ease or difficulty with which the participants made their decisions.

Have the children talk to their parents about making decisions. They should ask, how do their parents make decisions, how do they know when they have made the right decisions, what is the most difficult decision that they ever made that they would like to share with us? The children should report the results of this discussion with their parents. A comparison should be made as to how adults make decisions vs. how children make decisions. Is there any difference?

Activity 9

Skill: Decision Making

MATERIALS NEEDED:

A cleared space large enough for the children to move around in. Masking tape placed in two long strips on the floor parallel to each other about five feet apart.

DEVELOPMENTAL EXPERIENCE:

Introduction:

Since we have been working on becoming good leaders and followers, we have learned that good leaders and followers must be able to listen, speak and write well. We also learned that they must be able to think of the correct order for getting things done. Now we are going to look at something that every person must do everyday and that is: make decisions. You make decisions every day. You make lots of decisions. Every time you decide what you are going to do, or wear or read or watch on TV, or whom you are going to do things with, you are making decisions. Some decisions are very easy to make; such as what you will watch on TV. Some decisions are very hard to make; such as will you go to a movie with one friend or on a picnic with another friend. Since you like both friends a lot and you would enjoy either a movie or a picnic, it is not so easy to choose. The decision is hard to make.

Just learning to make decisions is a hard thing to do because we have to learn to make a choice and then stand by the choice. In other words, after we have made a decision, we must learn not to keep changing our minds. For example, let's say that you chose to go on the picnic with that friend because you knew that warm weather will not be here much longer and you felt it was best to enjoy the warm weather on a picnic. You felt that a movie theater would be here year round and you could go to a movie with that friend at another time. So you thank that person for inviting you and tell him/her that you have other plans for that day but would like to go to the movie with him/her on another day. Now let's suppose that your friend who asked you to the movie gets mad at you and says he/she will never ask you to do anything else again. What will you do now? (Accept all possible solutions but guide the

Activity 9 (Continued)

children to see that we must learn to stick to the decisions that we make when we feel that we are right, even if the outcome is not what we'd like it to be.)

Involvement:

Today we are going to practice making decisions. Some of the decisions will be easy and some of them will be harder. Have the children stand and form a group near you. Now, are you more of a chocolate milk drinker or a fruit juice drinker? If you are a chocolate milk drinker stand on this line. If you are a fruit juice drinker stand on this line. Rule: Everyone must stand on one line or the other. No one can stand in the middle. Now that you have made the decision of which line to stand on we would like to hear some of your reasons for choosing that line. Turn to the "chocolate milk" line and say, "_____, why did you choose to be more of a chocolate milk drinker than a fruit juice drinker?" Ask several more children in that line why they made the choice that they did, then repeat the same process with the other "fruit juice" line. Try to emphasize with the children that every decision we make has a reason behind it. Have the children return to the total group and give them another either/or choice to make. This process should be repeated with the following questions. Then the children should be seated in order to do Processing No. 1.

Either/Or Choices¹ A

1. Are you a pizza eater or a cake eater?
2. Are you more like a breakfast or more like a dinner?
(Please alert the children to the fact that this question asks what are they more like, not which meal do they like the best.)
3. Are you more like a lamb or a lion?
4. Do you like doing things better alone or in a group?
5. Are you more of an arguer or an agree-er?

¹Adapted from Simon, Howe & Kirschenbaum, Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Hart Publishing Co., Inc. New York, 1972, Pp. 94-97.

Activity 9 (Continued)

Processing No. 1:

1. *Did you ever have trouble deciding which line to stand on? Why?*
2. *Did you ever want to stand in the middle of both lines? Why?*
3. *After you made your decision, did you sometimes wish that you had chosen the other one?*
4. *How did you feel about sticking with your decision?*

Now that you have had some practice making small decisions, we are going to do this same exercise again. However, this time the decisions will be a little bit harder to make. Remember the rule. Everyone must stand on one line or the other. No one can stand in the middle.

Either/Or Choices B

1. *You are walking behind someone. You see him/her take out a candy bar and open it. When he/she finishes eating it, he/she throws the wrapper on the ground. You are quite a distance behind this person. What will you do? Will you catch up with the person and ask them to pick up their wrapper so that they do not litter the sidewalk or will you ignore the person and pick it up yourself and throw it away.*
2. *You are walking to school one morning and you look down and you see a ten dollar bill on the sidewalk. As you look up you see a woman walking ahead. She does not know it but her purse is open and swinging freely as she walks. What will you do? Will you pick up the ten dollars and put it in your pocket or will you pick up the ten dollars, catch up with the lady, and return it to her.*

Activity 9 (Continued)

3. Mom has told you that you are watching too much TV lately. She has to go to a meeting and calls a babysitter to come take care of you and your younger sisters. Before the babysitter arrives Mom tells you that you are not to watch TV while she is gone. She wants you to read, draw or play outside. She forgets to tell the babysitter what she has said about the TV. Your favorite show will be on in ten more minutes. After Mom leaves, what do you do? Do you watch your favorite program or do you tell the babysitter what Mom has said?
4. Your teacher has chosen you to be the leader of a group of children in your class who will choose what game will be played today during gym class. She wants everyone to agree on the choice that is made. There are five children in the group, including you. Four of them want to play dodge-ball but the fifth person wants to play something else. What will you do? Will you tell the teacher that your group has chosen to play dodge-ball and ignore the fifth person or will you help your group to try to choose another game that all five of you would like to play?

Processing No. 2:

1. Did you have more trouble deciding which line to stand on this time? Why do you think that happened?
2. How did you feel about some of the decisions you made?
3. Which of the four decisions was the hardest one for you to make?
4. Which one of the four decisions was the easiest one for you to make?
5. Why do you think that it is important for a good leader to be able to make wise decisions?

Activity 10

Skill: Decision Making

MATERIALS NEEDED:

One Activity 10 Worksheet for each child and one "Naughties" card for each group used. Materials found in envelope marked Activity 10.

DEVELOPMENTAL EXPERIENCE:

Introduction:

As we have been learning about becoming good leaders, we discovered that being a good leader doesn't always just happen. There are things we must learn to do that will help us be better leaders and better followers. Then after we learn some of those skills, we must spend time practicing what we have learned so that we can do our very best job. Today we are going to practice making some more decisions. The last time we made decisions, we made our choices all by ourselves but sometimes decisions can be made by groups of people also. Today we are going to use groups to make decisions.

Involvement:

In a short while, we will form groups of four or five people. I will give each group a list of people who we call the Naughties.¹ These are people who we usually would not like to be around but today we have a special situation. Each of you must add at least one of these imaginary people to your group. What you must do for today's activity is to decide which person you would least like to have join your group, and then which is the next person you would least like to have join your group and the next and so on until you have put all of the Naughties in a list and the first person on your list is the person you consider to be the naughtiest and the last person on your list is the person you consider to be the least naughty. One person in your group will write

¹Adapted from Simon, S., Howe, L., and Kirschenbaum, H. Values Clarification: A Handbook of Strategies for Teachers and Students. Hart Publishing Co. Inc., New York, 1972.

Activity 10 (Continued)

*down the list in the order that your group decides upon and read it to all of us when we are all finished. Before we begin, let's look at the Rules for Good Decision Making and Problem Solving.*²

Processing:

1. *What did you think about while you were trying to decide who was the worst person to add to your group?*
2. *Was it hard to decide which order to put them in?*
3. *Do you think that sometimes it will be hard to make decisions?*
4. *Do you think a leader might ever have to make unpleasant decisions like you just did? When?*
5. *What kinds of things do you think a leader must think about when he/she is making these kinds of decisions?*

²Adapted from Wilt, J. Making Up Your Own Mind: A Children's Book About Decision Making and Problem Solving. Educational Products Division, Word Inc., Texas, 1978.

Activities 11 and 12

PROBLEM SOLVING:

Our every day lives often present problems which must be solved. Just as is the case with making decisions, some of the problems are minimal and are easily solved. Other problems are much larger and complex. Finding solutions to these problems is not as easy.

Problem solving is facilitated through the knowledge of the process which generally produces the best solutions. This process requires one to define the problem, brainstorm all of the possible solutions, select the best and most appropriate solution, do that which is necessary to solve the problem and finally, look back at your choice of a solution to see if it was appropriate, and did it actually solve the problem. If the choice did not prove to be the best one, then the remaining choices should be reconsidered and an alternative selected. The use of this process should prove helpful to anyone interested in effective problem solving but most importantly, because of the demands made on him/her, a leader should find this process most helpful.

UNIT OBJECTIVES:

- To familiarize children with the problem solving process.
- To provide opportunities for the children to use the problem solving process.
- To provide opportunities for practice in thinking of alternatives.
- To provide opportunities for children to become involved in group problem solving.
- To provide opportunities for children to recognize their ability to solve problems.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Suggest a problem for the children. Have them draw all possible solutions. They can then circle the best solution. They can either discuss this with their classmates or the pictures can become a bulletin board.

The children can also draw pictures which represent a problem. They can then exchange the picture with another classmate and the classmate can draw a picture of the possible solutions. The original child can then select the best solution and the two children can discuss the choice to see if they agree on that choice.

Read the children some books in which a problem is presented for the characters in the book but do not read the solution. Allow the children to use the problem solving method to come up with a solution. Then read them the solution from the book so that they can compare the solutions.

Activity 11

Skill: Problem Solving

MATERIALS NEEDED:

One Activity 11 Worksheet for each child from envelope marked Activity 11. Children will also review Activity 10 Worksheet from previous lesson.

DEVELOPMENTAL EXPERIENCE:

Introduction:

Now that we have had some practice making decisions, we are going to begin to learn how to solve problems. As we learn a special way to solve problems, we will also learn a way to make better decisions.

Everyday you face a problem of some type. Some of the problems are very small and can be solved easily. For example, you may wake up and find that the dog slept on your favorite blue shirt that you intended to wear today. His paws were wet and now your shirt is dirty. This is a small problem. How can you solve it?

Sometimes the problems you face will be larger problems. Let's say that you have two friends that you like very much. But the problem is that they don't like each other right now because of an argument that they had. Each of them wants to play with you but doesn't want the other friend to join in. What will you do? Allow time for the children to talk this out and see if they come up with any acceptable solutions. When this process is over inform the children that there is a specific process that they can learn to use to help them solve problems and they will be learning it today.

Involvement:

Introduce the Activity 11 Worksheet which contains a description of the Decision Making Process. The best way to do this is to read through each step with the children and briefly discuss the meaning of each step. Then have the children work through the process with a real problem as you act as a recorder for their responses to each step. Here is a real problem:

Activity 11 (Continued)

In your family there is only you, an older sister who goes to junior high school and leaves for school before you do and your mother. Your mom works so she helps you get ready for school each morning and has taught you how to get to the bus stop all by yourself in order to catch the school bus to school with your other friends. You have been doing this very well for a month already, but today after Mom left you began playing with one of your favorite toys and forgot to watch the clock. By the time you looked at the clock you realized that you were going to miss the bus. You grab your jacket and lunch and race out of the door and on down to the bus stop. You arrive at the bus stop just in time to see the bus go around the corner. What will you do?

Guide the children specifying the problem, listing possible solutions, choosing the best solution, doing it and thinking back over their choice to see if they feel they made the best choice of the possible solutions. Remind them of the Rules for Good Decision Making and Problem Solving. (Activity 10 Worksheet)

Here is another real problem to work through if time permits:

Recently you have been thinking about the fact that you need money. Sometimes you want to buy a small toy or go to the movie or save for something important. But right now you do not receive an allowance and you have no job. What can you do?

Processing:

- 1. What was the difference in the way we solved the problem of playing with our friends who do not like each other and the problem of missing the bus?*
- 2. Which way was the easiest way to solve the problems.*
- 3. What do you suppose we would do if we picked a solution to a problem, tried the solution and it didn't work? (Guide the children to know that if you try one of the solutions and it doesn't work then you may try another one of the solutions. That is the advantage of listing all of the possible solutions.)*

Activity 11 (Continued)

4. *How do you think that knowing how to solve problems in this way will help you? Is it good for a leader to know how to solve problems in this way? Why?*

ACTIVITY 12

Skill: Problem Solving

MATERIALS NEEDED:

One Problem Card for each group from Activity 12 envelope and Review of Activity 10 and 11 Worksheets.

DEVELOPOMENTAL EXPERIENCE:

Introduction:

The last time we worked on our leadership activities, we solved problems as a whole class. We know that in order to do anything well, we must practice. So today we are going to practice solving problems in small groups. But before we begin to do that let's review the Rules for Good Decision Making and Problem Solving (Activity 10 Worksheet) and the Problem Solving Process (Activity 11 Worksheet).

Involvement:

We will soon form small groups of four or five people and work on solving new problems. (The groups formed for this activity should remain stable for the rest of the activities.) I will hand each group a card which has a different problem to solve on it. One person in your group may want to list the different solutions to the problem. Do not worry if you cannot spell a word. Just do the best you can and get the idea down. I will help anyone who needs help.

Divide the children into groups. Distribute the Problem Cards for Activity 12, found in the Activity 12 envelope. There is one card for each group. Remind them to use the process. Circulate among the groups, offering support, and technical assistance such as spelling words for them but let them struggle with the actual problem solving method.

When they seem to have reached some agreement on the steps to be done have each group share their particular problem, the solutions they came up with, the one they thought was the best and then ask them to explain what they would do if they tried that solution and it didn't work.

Activity 12 (Continued)**Processing:**

1. *Who helped the most with the solutions your group decided on?*
2. *Was there anyone who did not say anything? If so, what might you have done to get that person to help with the problem?*
3. *Who was the leader in the group?*
4. *Do you think you will be better able to solve problems now? Why? or Why not?*
5. *What did you like best about this activity? What did you like least?*

Activities 13 and 14

GROUP LEADERSHIP TECHNIQUES:

Since leaders are so often involved in working with groups, it seems vital that we explore some of the dynamics of leading groups. Generally these groups develop for the purpose of making decisions, solving problems, planning or other tasks. An effective group is a productive group and a leader who is knowledgeable in the democratic or shared group leadership techniques will be in a position to facilitate this process for the group.

In a democratic group, leadership is a shared group process. Each member has responsibilities requiring his/her fullest participation for the successful completion of the group task and the maintenance of the group in good working order.

UNIT OBJECTIVES:

1. To provide opportunities for children to share in the leadership of a group.
2. To provide opportunities for children to solve actual problems.
3. To provide practice in group interaction.

SPECIAL NOTE FROM THE AUTHOR:

This set of activities requires some pre-preparation from you. First, you need to assess how many groups your children will be working in. (Somewhere between 4 and 6 groups is best.) After determining how many groups you will have you must provide a "real" problem for each group to work on. By "real" problem, I mean problems that are existing within your class or with all second graders, i.e. too much paper is being wasted, the sink in our room is always left wet, too many pencils are being lost, etc.

Once you have chosen a problem for each group to work on, you need to print a brief description of that problem on the blank spaces on the PERFECT PROBLEM SOLVERS CLUB Leader Card 3-8. You will need to do the same thing with one set of cards for each group and their own specific problem.

Additionally, because this activity involves some real discipline on the part of the children, and because the leader has such a vital part in this whole process, it would be very wise to spend a little time with each leader explaining what is going to happen and reading through the Leader Cards with him/her.

This set of activities represents the essence of leadership. It shows that leaders truly do assist others in solving their problems, accomplishing tasks and having fun. It negates the concepts of leaders as the know-it-alls and the ones who just take over.

Activities 13 and 14 (Continued)

These activities will require more than two days to complete so keep that in mind with your daily planning. (See suggested time line which follows the introduction to this guide.)

To my knowledge, this type of activity has never been tried with youngsters below the seventh or eighth grade, but I have faith that our kids can do it. With your energetic and excellent assistance, I'm sure they can.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Because of the nature of the activities described here, I would suggest that you continue the P.P.S. Club throughout the school year. The children can design a P.P.S. Club scrap book where they describe through words or pictures every problem that the P.P.S. Club works on throughout the year and also describe the solution. They may want to make later notes as to the effectiveness of the solution. I'll bet that they will be pleased to see how great their power as problem solvers is.

They can also prepare, with words and pictures, a P.P.S. Club Newsletter to let parents, other students, and other staff members know what they have been doing.

Activity 13

Skill: Group Leadership
Techniques

MATERIALS NEEDED:

Activity 5 Worksheet (Review). Activity 13 envelope.

DEVELOPMENTAL EXPERIENCE:

Introduction:

Since we have been learning how to be good leaders, we have studied how to listen well. We learned how to listen to what someone says to us as well as how the person says it to us.

We discovered that there is much more to talking with others than just saying words. Who will stand and tell us one of the Rules for Being a Good Communicator with Words? Good! Who can tell us another one? (and so forth) We learned to think about what we are going to say before we say it, to speak clearly, to look directly at the person we are speaking to and to say what we really mean as long as we try very hard not to hurt other's feelings.

We also learned how to write well. We discovered that we are able to take our thoughts and feelings from inside our heads and put them into words that we can write so that others can know what we are thinking.

We found out that it is very important to do things in the correct order and we practiced that skill so that when we lead others, we will know what to do first, next and so on.

We practiced making decisions. Who will stand and tell us one of the three things we should care about when we are making decisions? How about another? (and so forth) That's right. We learned that the best decisions that we make show others that we care about life and the world around us, that we care about ourselves and that we care about others.

Recently, we spent some time learning a very special method to use when we have problems to solve. We found that this method helped us to do a better job of solving problems.

Activity 13 (Continued)

Now we are going to use all of these new skills as we work as leaders or followers. We are going to use our leader skills to solve real problems that we are having in our classroom or school.

Involvement:

Today we are going to practice being club members. Each of us belongs to the P.P.S. Club. The P.P.S. stands for the Perfect Problem Solver Club. We have been working very hard to become perfect problem solvers. We are the best problem solvers around and we're going to get a chance to prove it.

In a short while, we are going to get into our groups and have a club meeting to solve a problem. (Note: the leader of the club meeting can either be teacher chosen or pupil chosen.) The leader in your group is going to manage your meeting so that you can do a good job of problem solving.¹ Let's get into our groups now and wait for me to tell you what we will do next.

Whenever club meetings occur every person in the meeting has a job to do. The leader's job is to make sure that the group keeps working on the job that the group has to do. The leader must also help make sure that everyone in the group gets a chance to speak. The leader tries to help group members to find a solution to the problem that ALL of the members can accept. It is not good to have any unhappy group members. What do you think might happen if your group decides on a way of solving a problem but one of the group members is hurt or angry because he/she does not agree with the solution? (Guide the children to see that this group member will have bad feelings toward other group members and later when the time comes to actually do what it takes to solve the problem, this person will probably not be very helpful.)

Group members, you have a big job to do also. What do you think your job is? That's good thinking. Your job is to think real hard about the problem that your group has to solve and give your ideas to

¹The consensus process described here is adapted from Betz, R.L. Task Group and Tasking, An unpublished paper. Western Michigan University, Kalamazoo, Michigan, 1979.

Activity 13 (Continued)

the other group members so that they can think about them also. You have a job to make sure that everything that you say is something that will help your group solve the problem. Problem solving is serious business especially when you are working on solving real problems like we are. Therefore, everyone must work very hard and give their very best.

Today our club meeting has a job. That job is to get to know more about the other club members. Your leader will tell you what your job is and will tell you what his/her job is also. He/she has a card to read that will help him/her know exactly what to say.

Each leader should have Leader Cards 1 and 2. These cards require some reading so the leaders should be confident readers. You may want to meet with the leaders before even beginning this activity to help clarify what their roles will be and to read through the cards with them to make sure that they are comfortable with all of the words and their meanings.

Instruct the leader to read Card 1 slowly and clearly out loud to the club members in his/her group. Then the leader is to do the same thing with Card 2 except that this time he/she will wait for answers from each student before going on to the next question. Remind the club members that they are to give their answers in complete sentences, i.e. "My name is Carol Sanders" not "Carol Sanders." Remind the leaders that they are to give their answers to the questions also so that club members can get to know them better also.

While this entire process is going on, be sure to circulate and offer support. This process may seem difficult for the children but the pay-off of the struggling that they do will not only enhance their group interaction skills but will help to build their confidence in themselves because they are learning "grown-up skills" and make for a more cohesive group of class members.

When this process is completed and question 5 seems to have been answered by all of the groups, compliment them on their efforts. Then say, "The next time we will be in the same groups and begin working on the real problems."

Activity 13 (Continued)**Processing:**

1. *What did you think about working together in a group with a student leader today?*
2. *Did everyone get a chance to share about themselves?*
3. *Tell us some of the interesting things you learned about our class members.*
4. *What did you learn about yourself as you were working with other children in the group?*
5. *Do you think the leader's job was hard or easy? Why?*
6. *Do you think the club members' job was hard or easy? Why?*

Activity 14

Skill: Group Leadership
Techniques

MATERIALS NEEDED: Activity 14 Envelope

DEVELOPMENTAL EXPERIENCE:

Introduction:

The last time we worked on our leadership activities, we got a chance to learn more about other members of our group. Why do you think that it is important for group members to know each other well?

Today we are going to begin to work on the real problems and soon we will make a plan for doing whatever we decide has to be done in order to solve the problem.¹ When you go to your group today, you will have another leader. I will give each leader a card with a problem on it for you to solve. The leader will also have cards which he/she will read to you which will help you know what to do.

Involvement:

Get the children back into their groups, distribute the cards and begin to circulate again. This time you may have to help the recorders with spelling. Be sure to reassure them that they are mainly trying to get the ideas down and in this case spelling is not as important as it usually is.

You will have to make a judgment about the timing process for this activity. If the children come up with the solutions in just a matter of minutes, then the leader can proceed with Leader Cards 5 and/or 6. The same with Cards 7 and 8. Your own scheduling will be best. Otherwise, just Leader Cards 3 and 4 should be used today. If another day is used, you need not go into much introduction. They can just form the groups, a new leader can be chosen and they can continue the task. The new Leader should always read Leader Card 3 to the group before beginning. The same processing can be used for any subsequent days.

¹The planning process described on the P.P.S. Club Leader Cards 6, 7, and 8 are adapted from Grimshaw, W.F. A Leadership Development Program for Trainers of Community Organization Groups. Western Michigan University, Kalamazoo, Michigan, 1981.

Activity 14 (Continued)

Processing:

1. *Was your job any easier today than it was the last time we worked in groups? Why?*
2. *How did you feel about the work that your group did?*
3. *Did everyone seem to help with the decisions? If not, what could have been done to get help from all of the members?*

When the entire group process is completed these processing questions should be asked.

1. *When did you use your listening skills?*
2. *When did you use your good speaking skills?*
3. *When did you use your good decision making skills?*
4. *How did you feel about using our problem solver method to work on real problems?*
5. *Were you surprised that you could do such a good job of solving problems?*
6. *Could you use this method to solve your own special problems?*
7. *Let's everyone stand and give ourselves a hand for becoming Perfect Problem Solvers.*

Activity 15

CULMINATING ACTIVITY:

Having looked at some of the behaviors identified as being characteristic of effective leaders, and having had the opportunity to practice those behaviors, it is time to allow the children an opportunity to express how they view themselves as leaders and followers.

UNIT OBJECTIVES:

1. To provide the opportunity for children to express how they feel about themselves as leaders.
2. To provide the opportunity for children to interact with the group.

SUGGESTIONS FOR ADDITIONAL ACTIVITIES:

Have the children dictate a story to you or into a tape recorder about a child or a leader. The story can be reproduced and then the children can illustrate it.

* If the group sizes ranged from 4 to 6 members in each group, you may want to devise a classroom awards assembly. You would have to ask the children to pick the person in their group who was the best listener, who was the best thinker, who helped the most, who was the best speaker, who worked the hardest, etc. You would have to have enough award classifications so that every child in the group got an award for something. Then you could have an assembly in your room or some other comfortable area and invite parents, other staff members, and the principal in to see each child receive a P.P.S. Club Leader Award.

* This activity is optional but is highly recommended if time permits.

Activity 15**Skill: Culminating Activity****MATERIALS NEEDED: Activity 15 Envelope, crayons****DEVELOPMENTAL EXPERIENCE:****Introduction:**

We have had a great time for the last few weeks learning all about being good leaders and good followers. We learned to listen well. We learned to speak clearly and use good thinking. We learned how to put our thoughts in the correct order so that we would know the correct order to use when we had things to do. We practiced making decisions and learned how to think about ourselves, life and the world around and other people when we make decisions. What happens when we make a decision that is not good for other people but seems to be good for us? Is it possible to make a different decision that is good for other people and us?

We spent a good deal of time learning how to solve problems. Who can tell us some of the things we learned about problem solving? We also know a lot more about how to manage meetings. Who can tell us what the job of the leader is? Who can tell us what the job of the members is?

We have learned so much that I'll bet you are getting to be real good leaders. Let's think for a minute about how you might act if you were leading your friends. What are some of the things you might do? Would you listen to the ideas of others or would you make all of the decisions? Do you think you could be a good leader? Could you be a good follower also?

In what ways might you be a leader at home? In what ways might you be a leader in our classroom?

Tell us something that you can do better now than you did last year. Isn't it a good thing that we can learn so much? We have learned a lot already this year haven't we? That's because we are such good learners. But I'll bet that you didn't know that you can be teachers also. Now that you have learned so much about leading others, you can teach others some of the things that you have learned. In that way, you can use what you have learned to help others.

Activity 15 (Continued)

Involvement:

Today we are going to make a "coat of arms."¹ Does anyone know what a "coat of arms" is? (If children are not able to give the correct answer, you may want to give the following explanation.) Long ago each family had a shield or a "coat of arms" that had symbols to represent important things about them. If you looked at someone's "coat of arms" you could tell some of the things that family or individual did well. So, today we are going to show others things that you are interested in and things that you do well as leaders.

I am going to give you a "coat of arms" ditto. (Activity 15 Worksheet.) In each box, you are going to draw something special about you. In Box 1, you are going to draw a picture of you doing the one thing that you do best. In Box 2, you are going to draw a picture of you leading your friend in some way. In Box 3, you are going to draw a picture of you leading your family in some way. And in Box 4, you are going to draw a picture of something that makes you smile. In Box 5, I will print your "Special Me" name, so that we will know whose "coat of arms" it is. When all of the "coats of arms" are completed, we will share them with each other and then with others by placing them on the bulletin board.

(Note: It would be terrific if this bulletin board were in a place where the whole school could see the product.)

¹Adapted from Canfield, J. and Wells, H.C. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents. Prentice-Hall, Inc., New Jersey, 1976.

REFERENCES:

- Betz, R.L. Task Groups and Tasking, An unpublished paper. Western Michigan University, Kalamazoo, Michigan, 1979.
- Browning, R. The Pied Piper of Hamelin. London, Frederick Warne and Co. Ltd., n.d.
- Canfield, J. and Wells, H.C. 100 Ways to Enhance Self-Concept in the Classroom. Prentice-Hall, Inc., New Jersey, 1976.
- Chicken little. In Sideman, B.D. (Ed.), The World's Best Fairy Tales. Reader's Digest Assoc., New York, 1967, 61-64.
- Dahl, Roald. Charlie and the Chocolate Factory, New York, Knopf, 1964.
- The goose that laid the golden egg. In Lines, K. (Ed.), Nursery Stories. Franklin Watts, Inc., New York, 1960, 49-56.
- Grimshaw, W.F. A Leadership Development Program for Trainers of Community Organization Groups. Western Michigan University, Kalamazoo, Michigan, 1981.
- Simon, S.B., Howe, L.W. and Kirschenbaum, H. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Hart Publishing Co. Inc., New York, 1972.
- Step toe, J. Stevie. Harper Pub., New York, 1969.
- Wilt, J. Making Up Your Own Mind: A Children's Book about Decision Making and Problem Solving. Educational Products Division, Word, Inc., Texas, 1978.

Note. From "The Development and Assessment of Instructional Materials for the Teaching of Leadership Skills to Second-Grade Students in Selected Public Schools" by S. M. Lockett, 1982, Dissertation Abstracts International, 43, 3733A, University Microfilms No. 83-06,530. Copyright 1982 by S. M. Lockett. Reprinted by permission.

Appendix C
HSIRB Approval Letter

Human Subjects Institutional Review Board



Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

Date: September 26, 1990

To: Michael R. Frazee

From: Mary Anne Bunda, Chair

Re: HSIRB Project Number: 90-09-05

Mary Anne Bunda

We have received the changes to your protocol as requested in our September 6 letter. This letter will serve as confirmation that your research protocol, "A Study of the Effects on Second Grade Students of a Leadership Curriculum," has been approved under the exempt category of review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

xc: David Cowdens, Educational Leadership

Approval Termination: September 26, 1991

BIBLIOGRAPHY

- Abrahamson, S. (1952). Our status system and scholastic rewards. Journal of Educational Sociology, 25, 441-450.
- Acuff, N. H. (1965). Leadership patterns of gifted 8 year olds. Unpublished master's thesis, University of Tennessee, Knoxville, TN.
- Annerman, D. (1987). Developing leadership skills in high school band students. Unpublished master's practicum paper, Nova University, Titusville, FL.
- Baily, F. S. (1981). A leadership observation instrument for pre-school children. Dissertation Abstracts International, 40, 3009B. (University Microfilms No. 81-29,318)
- Baugh, B. G. (1981). Identifying qualities of student leadership: Teacher/student perceptions. Dissertation Abstracts International, 41, 4893A. (University Microfilms No. 81-11,709)
- Bennett, W. (1985, March 4). Colleges don't give "enough money" for our money. U.S. News and World Report, pp. 81-85.
- Bloom, B. S. (1964). Stability and change in human characteristics. New York: John Wiley.
- Bloom, B. S. (1976). Individual differences in learners and learning. In C. W. Taylor & F. Barron (Eds.), Human characteristics and school learning (pp. 2-5). New York: McGraw-Hill.
- Bloom, B. S., & Sosnisk, L. S. (1981). Talent development versus schooling. Educational Leadership, 39(2), 86-96.
- Boles, W. H., & Davenport, A. J. (1983). Introduction to educational leadership. New York: University Press of America.
- Borg, W. R., & Gall, M. D. (1983). Educational research (4th ed.). New York: Longman.
- Boulding, E. (1979). Children's rights and the wheel of life. New Brunswick, NJ: Transaction Books.

- Brown, M. (1933). Leadership among high school pupils: A study of pupils selected by fellow pupils to a position of leadership in a certain high school. New York: Columbia University, Teachers College.
- Burns, J. M. (1978). Leadership. New York: Harper & Row.
- Buros, O. K. (1971). Mental measurements yearbook (7th ed.). Highland Park, NJ: Gryphon Press.
- Chauven, J. C., & Karnes, F. A. (1984a). A leadership profile of secondary gifted students. Psychological Reports, 51(3), 1259-1262.
- Chauven, J. C., & Karnes, F. A. (1984b). Perceptions of leadership characteristics of gifted elementary students. Roeper Review, 6(4), 238-240.
- Chauven, J. C., & Karnes, F. A. (1984c). Reliability of a leadership inventory used with gifted students. Psychological Reports, 51(3), 770.
- Commager, H. S. (1980). Our leadership crisis. Current, 219, 19-22.
- Cox, C. M. (1926). The early mental traits of three hundred geniuses. Stanford, CA: Stanford University Press.
- DeHaan, R. F. (1962). A study of leadership in school-aged children. Holland, MI: Hope College.
- Fertman, C. I., & Long, J. A. (1990). All students are leaders. The School Counselor, 37, 391-397.
- Fiedler, F. E. (1967). A theory of leadership effectiveness. New York: McGraw-Hill.
- Finch, F. H., & Carroll, H. A. (1932). Gifted children as high school leaders. Journal of Genetic Psychology, 41, 476-481.
- Foster, W. (1981). A conceptual framework for recognizing and educating. Gifted Child Quarterly, 50(4), 496-505.
- Gallagher, J. J. (1982). Leadership unit. New York: Trillium Press.
- Gallagher, J. J. (1987). A plan for catalytic support for gifted education in the 1980s. Elementary School Journal, 82(3), 180-185.

- Gold, H. A. (1962). The importance of ideology in sociometric evaluation of leadership. Group Psychotherapy, 15, 224-230.
- Goleman, D. (1986, March 30). Hints of future power, and influence seen in childhood. Kalamazoo Gazette, p. C10.
- Gordon, S., & Sindon, N. A. (1989). Sources of additional information in the area of leadership development. NASPA, 27, 80-88.
- Gouldner, A. W. (Ed.). (1950). Studies in leadership: Leadership and democratic action. New York: Harper & Brothers.
- Gray, J. W., & Pfeiffer, A. L. (1987). Skills for leaders. Reston, VA: National Association of Secondary School Principals.
- Guild, P. B. (1987). How leaders' minds work. In Leadership: Examining the Elusive: The 1987 yearbook of the Association for Supervision and Curriculum Development (pp. 81-93). Alexandria, VA: Association for Supervision and Curriculum Development.
- Hall, M. (1987). Indian youth leadership development program report. Washington, DC: ORBIS Associates.
- Hall, M., & Kielsmeier, J. A. (1985). Young people take the lead: Cherokee Nation's approach to leadership. New Designs in Youth Development, 18, 1-7.
- Hardy, R. C. (1975). A test of the poor leader-member relation cells of the contingency model on elementary school children. Child Development, 46, 958-964.
- Harrison, W. C. (1984). Differences between leaders and nonleaders in six- to eleven-year-old children. Journal of Social Psychology, 84, 269-272.
- Hemphill, J. K. (1956). Group dimensions: A manual for their measurement. Columbus: Ohio State University.
- Hensel, N., & Franklin, C. (1983). Developing emergent leadership skills in elementary and junior high students. Roeper Review, 5(4), 33-35.
- Hillman, S., & Smith, G. (1981). Development of leadership capacities in children. Elementary School Journal, 82(1), 59-62.
- Huitema, B. E. (1980). The analysis of covariance and alternatives. New York: Wiley-Interscience.

- Hurlock, E. B. (1972). Child development. New York: McGraw-Hill.
- Jackson, R. M. (1984). Gates summary academy: A leadership curriculum. Roeper Review, 1(2), 109-111.
- Jett, V. M. (1983). Relationships among teachers' attitudes, teachers' ratings of leadership characteristics, and children's perceptions of leadership opportunities. Dissertation Abstracts International, 43, 3204A. (University Microfilms No. 83-03,694)
- Jones, A. J. (1938). Education of youth for leadership. New York: McGraw-Hill.
- Kagen, J. (1984). The nature of the child. New York: Basic Books.
- Karnes, F. (September, 1988). Personal communication.
- Karnes, F., Chauven, J., & Trant, T. (1983). Leadership profiles as determined by the HSPQ of students identified as intellectually gifted. Roeper Review, 7(1), 46-48.
- Katz, L., & Chard, S. C. (1989). Engaging children's minds: The project approach. Norwood, NJ: Ablex.
- Kocher, A. T. (1974). An investigation of the effects of non-homogeneous within-group regression coefficients upon the F-test of analysis of covariance. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kurth-Schai, R. C. (1952). The roles of youth in society. The Educational Forum, 52(2), 113-135.
- Kutnick, P. (1957). The myth of the democratic leader: An insight into political socialization of the primary school. Journal of Moral Education, 10(3), 173-185.
- Lawson, L. G., Donant, F. D., & Lawson, J. D. (1982). Lead on. San Luis Obispo, CA: Impact.
- Lazarus, P. G. (1990, April). Taking charge: Kindergarten planning and leadership talk during committee work. Paper presented at the midwinter institute of the National Association for the Gifted, Boston, MA.

- Lockett, S. M. (1982). The development and assessment of instructional materials for the teaching of leadership skills to second-grade students in selected public schools. Dissertation Abstracts International, 43, 3733A. (University Microfilms No. 83-06,530)
- Manis, J. G. (1967). Symbolic interaction. Boston: Allyn & Bacon.
- Martin, D. (1988). Wake up! The American dream is fading and our future is at risk. American School Board Journal, 21-25.
- Masini, E. (1959). Women and children as builders of the future. In A. Hawkins & K. Reddman (Eds.), Education: A time for decisions (pp. 23-39). Washington, DC: World Future Society.
- Mason, B. D. (1953). Leadership in the fourth grade. Sociology and Social Research, 36, 239-243.
- Meister, A. (1956). Perceptions and acceptance of power in children's relations. Group Psychotherapy, 22, 153-163.
- Merce, F. (1949). Group leadership and institutionalization. Human Relations, 2, 23-26.
- Michigan, Department of Education, Project Outreach. (1985-86). Planning and implementing a student leadership forum. Lansing, MI: Department of Education, Project Outreach.
- Midland Board of Education. (1990-91). Preparing for the 21st century: Annual report 1990-91. Midland, MI: Author.
- Midland Chamber of Commerce. (1981). Work and live in Midland, Michigan. Midland, MI: Author.
- Montague, A. (1981). Growing young. New York: McGraw-Hill.
- Morrow, L. (1987, November 9). Who's in charge? Time, pp. 18-21.
- Muntz, P. H. (1990). Leadership development approaches. Unpublished master's thesis, Williamette University, Salem, OR.
- Myers, M. R. (1990). Emergence and maintenance of leadership among gifted students in group problem solving. Roeper Review, 12, 256-261.
- National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: U.S. Government Printing Office.

- Oliver, A. (September, 1988). Personal communication.
- Parker, J. P. (1983). The leadership training model. Gifted and Talented Journal, 20, 8-13.
- Parten, M. B. (1934). Social participation among pre-school children. Journal of Abnormal and Social Psychology, 27, 430-442.
- Perez, G., Chassin, D., Ellington, C., & Smith, J. (1982). Leadership giftedness in preschool children. Roeper Review, 4(3), 26-28.
- Piaget, J. (1973). The child and reality (A. Rosin, Trans.). New York: Grossman. (Original work published 1953)
- Pigors, P. (1935). Leadership and domination. Boston: Houghton-Mifflin.
- Porter, P. (1980). We should be teaching leadership skills and competences. NASSP Bulletin, 65, 76-80.
- Quayle, D. (1984). Recovering educational superiority. American Education, 20(2), 17-18.
- Raymond, L. (1982, April). Emerging utopian sensibility in children: Its communication with adults--Some considerations. Unpublished discussion paper, United Nations Working Group on Household, Gender, and Age Consultation, Rome, Italy.
- Renzulli, J. S., Smith, L. H., White, A. J., Callahan, C. M., & Hartman, R. K. (1976). Scales for rating the behavioral characteristics of superior students. Mansfield Center, CT: Creative Learning Press.
- Rhodes, W. (September, 1988). Personal communication.
- Richardson, W. B., & Feldhusen, J. F. (1986). Leadership education: Developing skills for youth. New York: Trillium Press.
- Rockingham, C. (1990). Student leadership development program. Edwardsville: Southern Illinois University.
- Roets, L. (September, 1988). Personal communication.
- Rogers, U. D. (1954). Children's choices of leaders. Dissertation Abstracts, 14, 1621. (University Microfilms No. A54-2374)

- Rund, J. (1973). Leadership: A program to enhance self-esteem. Unpublished master's thesis, Stanford University, Stanford, CA.
- Sabatini, L. (1989). Preparing eighth graders for the social pressures of high school. The School Counselor, 36, 203-207.
- Secord, P. F., & Backman, C. W. (1964). Social psychology. New York: McGraw-Hill.
- Shields, J. L. (1978). An empirical investigation of the effects of heteroscedasticity of heterogeneity of variance on the analysis of covariance and the Johnson-Neyman technique (Technical Paper No. 292). Alexandria, VA: Army Research Institute for the Behavioral and Social Sciences.
- Smart, M. (1968). What Piaget suggests to classroom teachers. Childhood Implications, 44, 13-19.
- Stark, J. (1978). Promoting leadership. Early Years, 8, 12-13.
- Stiles, D. S. (1986). Leadership training for high school girls: An intervention at one school. Journal of Counseling and Development, 65, 211-212.
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature on leadership. Journal of Psychology, 25, 35-71.
- Stogdill, R. M. (1974). Handbook of leadership. New York: Free Press.
- Stoneman, D., & Bell, J. (1988). Leadership development: A handbook from the Youth Action Program of the East Harlem Block Schools. New York: East Harlem Block Nursery.
- Strifflino, P., & Saunders, S. (1989). Emerging leaders--Students in need of development. NASPA, 27(1), 51-58.
- Thomas, D. M. (1987). The complexities of educational leadership. The Effective School Report, 5(9), 4-7.
- Twale, D., & Fogle, R. (1986). Learning leadership develops students, builds group unity. Bulletin of the Association of College Unions--International, 54(5), 8-10.
- Victora, R. (1974). Creative and leadership behaviors of pre-school children. Dissertation Abstracts International, 35, 1887A. (University Microfilms No. 74-22,012)

Wynne, G. E. (1984). Wynne on leadership. The Effective School Report, 2(8), 3.