



AgEcon SEARCH
RESEARCH IN AGRICULTURAL & APPLIED ECONOMICS

The World's Largest Open Access Agricultural & Applied Economics Digital Library

This document is discoverable and free to researchers across the globe due to the work of AgEcon Search.

Help ensure our sustainability.

Give to AgEcon Search

AgEcon Search

<http://ageconsearch.umn.edu>

aesearch@umn.edu

*Papers downloaded from **AgEcon Search** may be used for non-commercial purposes and personal study only. No other use, including posting to another Internet site, is permitted without permission from the copyright owner (not AgEcon Search), or as allowed under the provisions of Fair Use, U.S. Copyright Act, Title 17 U.S.C.*

INCREASING YOUR IMPACT VIA LEADERSHIP DEVELOPMENT

*Verne W. House and Anne S. Williams
Extension Public Affairs Specialist,
and Associate Professor of Sociology
Montana State University*

Policy education programs fit neatly into these three categories: (1) issue-oriented programs for involved citizens, (2) training extension educators to work with one or more issues and (3) leadership development for citizens selected for their potential capacity in public affairs. Gratto's model of issue evolution/education intervention provides a way of comparing these categories in terms of an educator's role (Figure 1). In the figure the stages through which an issue evolves are shown in lower case with educational interventions in capitals.

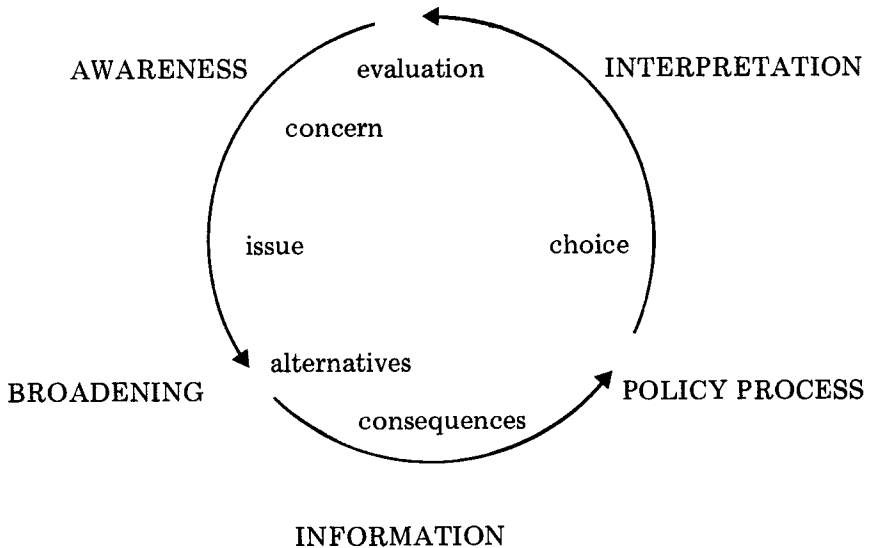


Figure 1. Issue evolution related to educator's role.

This model depicts how issues evolve out of common concerns until a choice is made and the issue recedes. As an issue evolves, educational opportunities change. In the early stages, an awareness program is appropriate. The educator may broaden the understanding of alternatives as they surface. Once alternatives are identified, the educator can analyze the consequences. People can also be taught how public policy is made (the decision process, access points, how to enter, etc.). After the choice is made, the educator can then help interpret what happened, how to comply, etc. The educator need not work the issue through its whole evolution but may intervene at any stage.

The typical policy education program deals with alternatives and consequences. This may include a particular policymaking process. In-service training on a specific issue will provide awareness, broadening, and information about alternatives and consequences. This training will help educators define their role in dealing with the policymaking process. Leadership development provides a basic understanding of socio-economic institutions and skills that may be applied to any issue.

What has been done in Leadership Development?

Leadership development programs began in the late 1960s and early 1970s at Michigan, Pennsylvania, California, and Montana. The W. K. Kellogg Foundation provided initial funding and support for evaluation. Because of the positive results, Kellogg staged a national dissemination program in November, 1980.

In the last three years, similar programs began in Washington, Nebraska, New Zealand, and a consortium of western states. New York appears to be starting a program this year and Illinois, Arizona, Oklahoma, and Florida are among those testing the water.

The common program format was a series of executive-type on-campus seminars with annual traveling seminars for groups of 30 adults. Groups learned together for two or three years.

What was accomplished?

The general objective was to provide participants with new knowledge and skills applicable to problems in their communities and organizations. The evaluation of all four state programs confirmed that objectives were accomplished. Another result was the formation of networks that transcended interest groups. Significant increases in citizen participation were also observed. The Montana evaluation in addition measured beneficial impacts on individual's lives and leadership.

There is hardly an organization in Montana that does not have a program graduate in a leadership role. Some hold elective offices

while others are on health boards, art or museum councils, and schools or churches committees. Program graduates are active and the program made a difference.

How does one develop leadership?

The curriculum must include: (a) economics and politics to develop cognitive skills, (b) communications skills to develop self-confidence, and (c) a positive atmosphere to give encouragement. The process used to develop leadership includes some theory but mainly models, practice, and feedback. Many opportunities for coaching arise in the form of consultations.

The process of developing leadership is essentially the same as that for making wine.

Ingredients

<i>Wine</i>	<i>Leadership</i>
Grapes high in sugar & character	Adults-lively & active in public life with interest in learning.
Sulfur and Wine yeast	Six professors of economics, one of sociology, two political science, one history, three communications, six dozen leaders in politics, government and business.
Time	Eight-twelve weeks spread over two years.
Jug	Campus setting & travel
Vintner	Group coordinator

Directions

Mash the grapes. Add sulfur to kill the natural yeasts. Add new yeast to give the wine direction. Press the pulp. Put the juice in a jug. Let it ferment. Occasionally rack off the sediment. When it clears, bottle it. Drink the best and sell the rest.

Conclusions

A leadership development program is a powerful and effective opportunity to educate people about public affairs. It is challenging, exhilarating, and a great refresher for involved faculty.

REFERENCES

Gratto, Charles P. "Public Policy Education — A Model with Emphasis on How". *Increasing Understanding of Public Problems and Policies — 1973, Farm Foundation.*

