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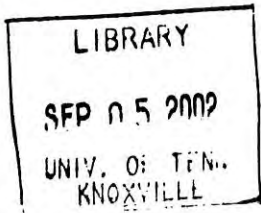
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Leadership Characteristics and Family and Consumer Science

ABSTRACT

This study examined the relationship between leadership orientation and work ethic among 166 Extension Family and Consumer Science Educators (EFCSE) from Tennessee. Participants completed the Leadership Orientation Survey, the Occupational Work Ethic Inventory, and a demographic questionnaire. Findings revealed a significant relationship ($p < 0.05$) between leadership orientation and work ethic. Regarding leadership orientation, participants preferred the Human Relations frame of reference. In regard to work ethic, participants placed almost equal emphasis on Dependability and Interpersonal Skills. This study has implications for Extension leadership development programs and for aspiring leaders seeking guidance for their efforts toward effective leadership practices.

INTRODUCTION

As early as the mid-1990s, leading-edge scholars of political and economic theory had begun to describe frightening scenes on the horizons of American cultural, economic, and political landscapes. American values in general, and those of our most powerful leaders in particular, had been the subjects of intense, national debate for years. For example, Heifetz (1994), a master teacher of leadership at Harvard, envisioned a grim future for the United States, directly resulting from an unprecedented crisis in leadership. He observed that progress on chronic, endemic national problems would require a new kind of leader, "not just someone who provides answers from on high but changes in our attitudes, behavior, and values" (Heifetz, p.2).

Bennis and Nanus (1997) related the perceived decline in work ethic to a crisis in leadership:

People talk about the decline of work ethic . . . , but what really exists is a *commitment gap*. Leaders have failed to instill vision, meaning, and trust in their followers. They have failed to empower them. Regardless of whether we're looking at organizations, government agencies, institutions, or small enterprises, the key and pivotal factor needed to enhance human resources is leadership. (p. 8)

Similarly, Apps (1994) noted, "What is important for the emerging age is that leaders have a foundation, an examined core of beliefs and values, that guides them during times of paradox,

ambiguity, and chaotic change" (p. 2). Unfortunately, leadership theory has not provided definitive answers for how leaders function. Indeed, multiple and divergent influences have shaped leadership theory.

One of the most promising efforts to restore harmony to the theoretical chaos in leadership studies has been the application of the theory of conceptual pluralism by Bolman and Deal (1997). By relying upon the theory of conceptual pluralism, they have consolidated the disparate schools of leadership and organizational thought into four frames, or "windows on the world" (Bolman & Deal, p. 12).

Researchers have undertaken countless applications of Bolman and Deal's (1997) theory of frames since their work was introduced (Amey & Brown, 2000; Redman, 1992; Ricci, 2001). Ricci, for example, used a frame analysis to structure a case study of the policy-making functions of the faculty senate at St. John's University. Similarly, Amey and Brown relied upon a frame approach to analyze the functions of the interdisciplinary collaboration in a postsecondary environment. Redman also conducted a frame analysis in a comparative

Work Ethic of Extension Educators

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study of American and Japanese administrators in institutions of higher education.

The phrase "windows on the world" was the metaphor utilized by Bolman and Deal (1997) to describe their conceptualization of management and leadership. Their four frames consisted of (a) structural, (b) human, (c) political, and (d) symbolic. The structural frame emphasized goals and efficiency and used the factory as a metaphor. The human frame focused on human needs and used the family as a metaphor. In the political frame, the organization was seen as an arena of conflict and competition where all the players battled for scarce resources. The jungle was the metaphor. The symbolic frame enabled the viewer to watch a world of chaos in which old assumptions were rationally abandoned. Symbolic leaders used charisma and drama to instill enthusiasm and commitment. They utilized and honored symbolic forms, such as myth, ritual, ceremony, and stories. The carnival was the metaphor.

Similar to leadership, work ethic has been the focus of researchers' attention (Abu-Saad & Isralowitz, 1997; Hill, 1993; Sullivan, 1994; Wentworth & Chell, 1997). By using the Occupational Work Ethic Inventory developed by Petty, Hill (1993) examined work ethic by occupation, education, age, gender, work experience, and empowerment. Hill found significant differences in the work ethic of workers when categorized by occupation. Sullivan (1994) studied the relationship between effort and work ethic and one's need for achievement and concluded that individuals exhibiting high work ethic were more productive and produced a higher quality output than those with a low work ethic. By using the Protestant Work Ethic scale, Wentworth and Chell (1997) found that male college students scored significantly higher than their female counterparts. However, Abu-Saad and Isralowitz (1997) examined gender differences in work values among 391 male and 429 female undergraduates and found no consistent pattern of gender-based differences in work values.

Bolman and Deal (1991) demonstrated that follower perception is a determinant of leadership effectiveness, and subse-

quent studies utilizing their frame analysis showed that the use of multiple frames and the predominant choice of one particular frame, the symbolic frame, positively correlated with followers' perceptions of leadership effectiveness. Similarly, researchers in the field of work ethic have demonstrated that worker perception is a determinant of occupational work ethic (Abu-Saad & Isralowitz, 1997; Hill, 1993; Wentworth & Chell, 1997). If both constructs—leadership and work ethic—are related to perception, then it follows that a relationship might also be found to exist between leadership and work ethic. This logic spawned the fundamental question that guided this research: What is the predictive nature of the hypothesized relationship between leadership orientation and work ethic characteristics?

An oft-quoted maxim is that leaders lead by their example more than by their words (Sashkin & Sashkin, 1993). Assuming that leadership teachers, including Extension Family and Consumer Science Educators (EFCSE), want to maximize their efforts, then they must be able to transmit substantive knowledge concerning theory and practice, as well as model effective leadership behaviors (Brockner, 1988). If a relationship exists between leadership and work ethic, then knowledge of that dynamic would benefit all educators including EFCSE. A better understanding of the dynamic between leadership and work ethic could result in development experiences focused to address these factors. Therefore, the purpose of this study was to see if there was a significant relationship between work ethic and leadership among Tennessee's EFCSE.

MATERIALS AND METHODS

Instruments

Each participant received a questionnaire via e-mail along with a request for an e-mail response. The first part, a Leadership Orientation Survey, included eight dimensions of leadership, two for each of the four frames: Structural frame (analytic, organized); Human Relations frame (supportive, participative); Political frame (powerful, adroit); and Symbolic frame (inspirational, charismatic). The second part, the Occupational Work Ethic Inventory, measured three elements of work ethic:

dependability, initiative, and interpersonal skills. Finally, the third part included researcher-developed demographic questions.

Participants

The Extension Service provided e-mail addresses for all eligible EFCSE in Tennessee, a total population of 183 EFCSE. The two highest ranking Extension Service administrators in Tennessee preapproved the study. Policies of The University of Tennessee, Knoxville, for conducting research with human subjects were followed.

Statistical Analysis

The SAS system was used for data analysis and descriptive statistics for summarizing the data. A multiple regression tested the hypothesis that a relationship existed between leadership orientation and work ethic.

RESULTS

Participants returned 166 of the 183 questionnaires, yielding a response rate of 90.71%. Only EFCSE from Tennessee participated in the study, which limited the generalizability of results.

The first step in analyzing the results of the multiple regression was to examine the respondents' leadership orientation subscales in tandem with the work ethic subscales, as shown in Table 1. All three work ethic subscales were significant beyond the 0.05 level. Secondary analysis of the Wilks' Lambda provided overwhelming evidence that significant relationships between leadership orientation and work ethic existed, thus warranting further analysis of the parameter estimates and variance between and among variables.

Table 2 outlines the parameter estimates calculated to determine a regression equation to provide the coefficients for the regression line and to determine if the coefficients were significantly different from zero. Furthermore, Table 2 depicts the results of the multiple regression for the three work-ethic subscales hypothesized to be predictors of the four leadership orientation subscales.

Table 3 displays the analysis of variance of the work ethic subscales for the leadership orientation subscales. The data revealed a significant relationship between work ethic and leadership orienta-

Table 1. Multiple Regression for Mean Scores of Respondents for Leadership Orientation Subscales for Variables of Work Ethic Subscales

	WILKS' LAMBDA	DF ^a	F-VALUE	PR > F
Interpersonal skill	0.8139	4,158	9.0345*	0.0001
Initiative	0.5147	4,158	37.2430*	0.0001
Dependability	0.8338	4.158	7.8717*	0.0001

* $p < 0.05$.
^a An F ratio of 2.45 is required for significance at the $p < 0.05$ level of 4 and 158 df (Ott, 1993, p. A-18). Because the F Distribution Table does not have entries for 4 and 158 df , the entries for 4 and 120 df were used, erring on the side of conservatism.

Table 2. Parameter Estimates of Work Ethic Subscales for the Leadership Orientation Subscales: Structure, Human Relations, Political, and Symbolic^a

PARAMETER ESTIMATES				
VARIABLES	DF ^b	PARAMETER ESTIMATE (B WEIGHT)	T FOR H ₀ (PARAMETER = 0)	PR > T
Structure ^b				
Intercept	3	0.4869	1.25	0.2115
Dependability	1	0.2690	3.55*	0.0005
Initiative	1	0.4921	6.01*	0.0001
Interpersonal skill	1	0.0189	0.21	0.8339
Human Relations ^c				
Intercept	3	1.0236	3.06*	0.0026
Dependability	1	0.0675	1.03	0.3035
Initiative	1	0.2380	3.37*	0.0009
Interpersonal skill	1	0.4032	5.20*	0.0001
Political ^d				
Intercept	3	1.5760	0.38	0.7021
Dependability	1	-0.1641	-2.05*	0.0424
Initiative	1	0.9494	10.95*	0.0001
Interpersonal skill	1	0.0085	0.09	0.0951
Symbolic ^e				
Intercept	3	0.3913	93	0.3555
Dependability	1	-0.1258	-1.53	0.1674
Initiative	1	0.7728	8.68*	0.0001
Interpersonal skill	1	0.1355	1.39	0.1289

* $p < 0.05$.
^a $N = 168$.
^b Structure: An F ratio of 2.68 is required for significance at the $p < 0.05$ level of 3 and 161 df (Ott, 1993, p. A-18). Because the F Distribution Table does not have entries for 3 and 161 df , the entries for 3 and 120 df were used, erring on the side of conservatism.
^c Human Relations: An F ratio of 2.68 is required for significance at the $p < 0.05$ level of 3 and 161 df (Ott). Because the F Distribution Table does not have entries for 3 and 161 df , the entries for 3 and 120 df were used, erring on the side of conservatism.
^d Political: An F ratio of 2.68 is required for significance at the $p < 0.05$ level of 3 and 161 df (Ott). Because the F Distribution Table does not have entries for 3 and 161 df , the entries for 3 and 120 df were used, erring on the side of conservatism.
^e Symbolic: An F ratio of 2.68 is required for significance at the $p < 0.05$ level of 3 and 161 df (Ott). Because the F Distribution Table does not have entries for 3 and 161 df , entries for 3 and 120 df were used, erring on the side of conservatism.

Table 3. Analysis of Variance of Work Ethic Subscales for the Leadership Orientation Subscales: Structure, Human Relations, Political, and Symbolic^a

ANALYSIS OF VARIANCE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F-VALUE	PR > F
Structure ^a					
Model	3	16.3160	5.4387	33.42*	0.0001
Error	161	26.1988	16.2725		
C Total	164	42.5148			
Human Relations ^b					
Model	3	10.3590	3.4530	28.49*	0.0001
Error	161	19.5156	12.1215		
C Total	164	29.8746			
Political ^c					
Model	3	27.1432	9.0477	49.53*	0.0001
Error	161	29.4076	18.2656		
C Total	164	56.5508			
Symbolic ^d					
Model	3	20.8727	6.9576	36.12*	0.0001
Error	161	31.0127	19.2625		
C Total	164	51.8854			

* $p < 0.05$.
^aR² Probability = 0.3838.
^bR² Probability = 0.3468.
^cR² Probability = 0.4800.
^dR² Probability = 0.4023.

tion. Work ethic predicted approximately 38% of the variation in Structure; 35% of the variation in Human Relations; 48% of the variation in Political; and 40% of the variation in the Symbolic subscale. With respect to leadership, the respondents perceived that the Human Relations frame was their predominant leadership orientation. With respect to work ethic, the respondents showed an almost equal emphasis upon the subscales of Dependability and Interpersonal Skill, with Initiative clearly distinguished as the least important. Table 4 depicts the means and standard deviations for leadership orientation and work ethic.

IMPLICATIONS AND CONCLUSIONS

Future leadership effectiveness in Extension programs will be determined by the development of today's leaders. As Bennis et al. (2001) noted, "The really great people know they need new tools and new ways of thinking about leadership" (p. 97). Because EFCSE work with different populations (i.e., peers, communities,

organizations, and academia) and because work ethic varies from person to person, understanding work ethic as a concept is important so that EFCSE may work more effectively with the individuals that comprise these groups. Information from this study will contribute to learning how to apply new tools and new ways of thinking about leadership and work ethic.

When explaining the difference between leadership and authority, Heifetz (1999) contended that leadership and authority often have been equated. However, he further stated, "We need to dis-

tinguish leadership from authority so that we can begin to understand that we need leadership not simply from people in top positions of authority but also from people *without* authority" (p. 19). Interestingly, Heifetz also noted, "In fact, the best leadership does not generate followers—it gener-

Table 4. Subscale Means and Standard Deviations for Leadership Orientation and Work Ethic

SUBSCALES	MEANS	SD
Leadership orientation instrument subscales		
Human relations	4.0515	0.4268
Structural	3.7523	0.5092
Symbolic	3.5833	0.5625
Political	3.3462	0.5872
Work ethic instrument subscales		
Dependability	4.3758	0.4881
Interpersonal skills	4.3712	0.4035
Initiative	4.0760	0.4609

ates other leaders. It generates people who are willing to take responsibility" (p. 20). If Extension administrators support these notions, then leadership development might become an essential component of its day-to-day operations for all employees—not just those with a prescribed number of years of experience or those who have letters of recommendation from their supervisors.

Because women comprised virtually the entire population of this study, respondents' higher scores on the Human Relations subscale supported the historical, gender-based stereotype of women as nurturing and supportive. Bolman and Deal's (1991) comparison of the leadership orientations of several hundred men and women in educational fields revealed no significant gender differences. Although Bolman and Deal did not intend to incorporate a gender-based comparison, it may be instructive to compare the leadership orientations of the women in the two studies.

Interestingly, Bennis (1999) noted, "We need a new kind of leader" (p. 4). He further elaborated, "I'm not just referring to the stale truth that we have to move from a command-and-control model to a more flexible, more collaborative, more nurturing leadership. We have to move from a macho style to a maestro style" (p. 4). In light of this assessment, EFCSE seem well positioned to assume leadership roles.

The majority of the respondents had 16 or more years of Extension experience. A majority of respondents fell in the 40-plus age range. These demographic elements could have accounted for the low scores on the Initiative subscale. Accordingly, Extension leaders may want to consider providing these individuals with incentives and motivation to expand related skills. Individual EFCSE may benefit from identifying their frames of leadership and learning what adjustments, if any, they might make to be more effective. Aspiring leaders may receive important feedback to guide their future efforts toward effective leadership practices.

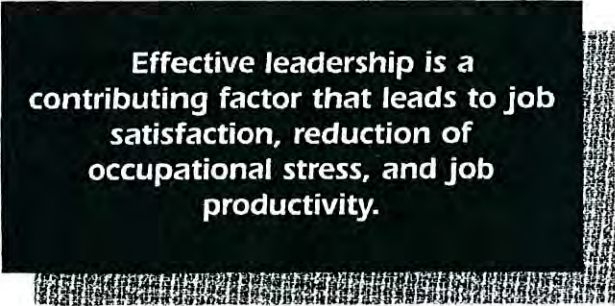
Because the mean scores for the Political and Symbolic subscales were lower than the mean scores for the Structural and Human Relations subscales, Extension administrators might consider increasing or expanding opportunities for

EFCSE to develop skills in these areas. With the mean scores for the Initiative subscale falling below Dependability and Interpersonal Skill, it might be beneficial to investigate this as an aspect of the organizational climate and culture.

Colleges and universities might consider providing and actively encouraging leadership development opportunities for students, including those desiring careers with Extension. Brubacher and Rudy (1997) noted that institutions of higher education originally emerged to provide education for potential leaders and prepare them for service in their communities. According to Bennis et al. (2001), "leadership is not a competency that can be effectively taught in the classroom; it is best developed through experience and observation" (p. 152).

Because EFCSE who demonstrated higher work ethic scores are predicted to be more effective leaders, they might be engaged in leadership positions that support them to be effective. The demographic data supported the idea that more men be recruited into Extension careers, specifically as EFCSE, to achieve gender equity.

The results of this study have the potential to reach beyond the boundaries of the local land-grant institution. Effective leadership is a contributing factor that leads to job satisfaction, reduction of occupational stress, and job productivity.



Effective leadership is a contributing factor that leads to job satisfaction, reduction of occupational stress, and job productivity.

THE LEADERSHIP ACADEMY: A NELD DESIGNED MODEL

Regional Extension programs generally have patterned their leadership development programs after the National Extension Leadership Development (NELD) initiative that was started in 1990 with funding from the W. K. Kellogg Foundation. Apps has been credited with the development of NELD (Allen et al., 1995). In a

paper presented at a capstone symposium at Michigan State University, Houghlum commented on NELD: "It remains one of the few programs that truly explores building shared leadership and shared vision and incorporates people who have not been previously involved in extension" (Allen et al., Developing and Enhancing Outreach Leadership, 2). Currently, NELD-related activities receive support from their respective Extension programs and from participant fees. Four Extension programs have served as host institutions for NELD-related activities: (a) University of Wisconsin Extension, 1990–1994; (b) Ohio State University Cooperative Extension, 1994–1997; (c) Colorado State University Cooperative Extension, 1997–1999; and (d) Tennessee State University, 1999–present.

The NELD has identified four purposes:

1. To enhance leadership in the Cooperative Extension System at the federal, state, and county levels.
2. To provide Extension and non-Extension organization/business leaders and administrators with the vision, courage, and tools to deal with the rapidly changing social, political, economic, and environmental climate.
3. To inspire greater support, collaboration, and priority for the Extension function among top administrative leaders of the total Land Grant University System.
4. To help current and future Extension leaders examine Cooperative Extension's organizational, discipline, and programming structures so that future programs, resources, and methods are designed to meet new and emerging needs (National Extension Leadership Development, 2000, Purposes of NELD, 1).

According to the NELD website, the Intern Program is for "(a) people in midcareer leadership positions (department heads, program leaders, middle managers); (b) doctorate degree or equivalent experience preferred, but not mandatory; and (c) people who are potential candidates for dean, director, associate director, administrator, or other top level administrative positions" (NELD, 2000, 2). Deans and directors in Extension and top executives of non-Extension corporations nominate individuals, referred to as "interns." The final selection of interns rests with the NELD Advisory

Council. Although the NELD Advisory Council has recognized the importance of an equitable geographical representation, the selected individuals have demonstrated a level of quality in their application that has exceeded the other candidates (NELD, 2000, Selection Criteria, 5).

The Advisory Council selects 25 interns and requires them to make a commitment to participate in a series of learning experiences over a 2-year period at a total cost to the intern's organization of approximately \$12,000. The NELD Advisory Council has tried to maintain at least 15% of the enrollment for interns currently employed outside Extension.

The NELD program utilized an "internship experience" in which the participants are paired with mentors who helped them plan and complete their internship experience. (NELD, 2000, Intern Involvement, 4). Seminar topics included (a) "Personal Leadership Theory and Philosophy, 1999; (b) Partnership and Collaboration, 2000; (c) Organizational Renewal and Change, 2000; (d) International: Linking Individual and Organizational Transformation, 2001; and (e) Mature Leadership: Vision, Action, and Accountability, 2001" (NELD, 2000, The Internship Experience, 3).

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"Developing a Family Resource Center: Civic Engagement of Family and Consumer Sciences Professionals" (page 22)

1. The Family Resource Center (FRC) was borne out of _____.
2. Programming efforts of the FRC target _____.
3. The mission of the FRC discussed in the article is _____.
4. The identified steps in the developmental pathway for building collaborative relationships among community stakeholders, as identified by the National Network for Collaboration, have been found to develop in which order?

- A. partnerships, networking, collaboration, coalition, cooperation and alliances
 - B. cooperation and alliances, partnerships, coalition, networking, collaboration
 - C. networking, cooperation and alliances, partnership, coalition, collaboration
 - D. networking, partnership, coalition, cooperation and alliances, collaboration
5. Which of the following is NOT emphasized in the collaboration building process?
- A. hard work
 - B. hierarchy of responsibility in planning and implementation
 - C. strength and quality of relationships
 - D. high level of communications
6. The American Association of Family and Consumer Sciences Code of Ethics guides family and consumer sciences professionals to maintain, as a professional focus, dedication to enhancing individual and family potential.
True or False?

“Using the Internet to Enhance Business Opportunities in Rural Areas” (page 33)

1. What is the purpose of the e-commerce curriculum, Access Minnesota Mainstreet?
2. Participants reported that prior to taking the e-commerce workshop, they used the Internet primarily for what purpose(s)?
3. What did program participants have in common?
4. The program participants reported a general increase in the use of computers in their business following the e-commerce workshops.
True or False?
5. As a result of the e-commerce workshops, participants....
- A. increased their use of the internet to shop their competition and find technical support
 - B. developed greater interest in using websites for their companies
 - C. learned how to use search engines and explore meta tags
 - D. like sharing common experiences and challenges of operating a small business
 - E. all of the above

“Using Scholarship to Integrate Teaching and Research” (page 39)

1. Ernest Boyer challenges traditional thinking about scholarship, saying it is too narrow and that research alone does not define scholarship.
True or False?
2. Boyer’s four stages of scholarship include Discovery, Inquiry, Application, and Teaching.
True or False?
3. Collecting data in initial class periods can provide direction for the course design.
True or False?
4. Using the scholarly approach to course design and delivery resulted in increased satisfaction for students and faculty, and improved scores on several measures.
True or False?
5. Scholarly work can be defined in a 5-part model that adds outcomes to Boyer’s stages.
True or False?

“Leadership Characteristics and Work Ethic of Extension Family and Consumer Science Educators” (page 46)

1. One of the most promising efforts to restore harmony to the theoretical chaos in leadership studies has been the application of the theory of conceptual pluralism by Bolman and Deal.
True or False?
2. The purpose of this study was to see if there was a significant relationship between work ethic and leadership among Tennessee’s Extension Family and Consumer Science Educators.
True or False?
3. With respect to leadership, the respondents perceived that the Structural frame was their predominant leadership orientation.
True or False?
4. With respect to work ethic, the respondents showed an almost equal emphasis on the subscales of Dependability and Initiative.
True or False?
5. Because women comprised virtually the entire population, the higher scores on the Symbolic subscale supported the traditional gender-based stereotype of women as nurturing and supportive.
True or False?