



The influence of the agricultural education instructor on leadership styles of State FFA Officers from five western states
by Brad O King

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in
Agricultural Education
Montana State University
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Abstract:

The purpose of this study was to determine the influence the Agricultural Education Instructor has on the development of leadership styles of State FFA Officers.

Data for this study were collected through the mail by use of the Myers-Briggs Type Indicator (MBTI) and a second questionnaire designed by the researcher to determine reactions by respondents in particular leadership situations. The population consisted of the state FFA officers and their advisor from Montana, Washington, Idaho, Wyoming, and North Dakota from 1993-1995. The return rate was 60% for the population. The responses from all questions which were correctly completed were included in the data. Data were collected concerning MBTI type and situational leadership styles. Frequencies, percentages, and correlations were utilized in the analysis of the data.

Analysis of the data revealed the state FFA officers and their advisors had learning styles consistent with Ballard (1989) and Keirsey and Bates' (1984) prediction for teachers of agriculture. Data was similar amongst the five states for the state FFA officers and their advisors for MBTI scores and situational leadership scores. From this data, it can be concluded that state FFA officers are of similar types to their advisors, and will react similarly to their advisors in leadership situations.

THE INFLUENCE OF THE AGRICULTURAL
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FROM FIVE WESTERN STATES

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Brad O. King

A thesis submitted in partial fulfillment
of the requirements for the degree of
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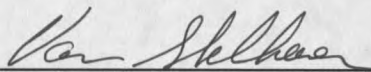
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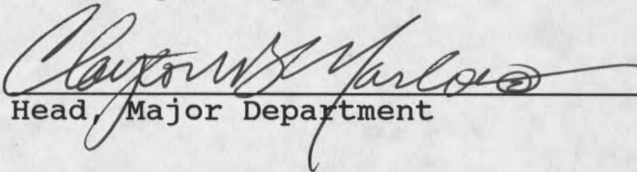
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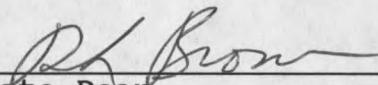
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ABSTRACT

The purpose of this study was to determine the influence the Agricultural Education Instructor has on the development of leadership styles of State FFA Officers.

Data for this study were collected through the mail by use of the Myers-Briggs Type Indicator (MBTI) and a second questionnaire designed by the researcher to determine reactions by respondents in particular leadership situations. The population consisted of the state FFA officers and their advisor from Montana, Washington, Idaho, Wyoming, and North Dakota from 1993-1995. The return rate was 60% for the population. The responses from all questions which were correctly completed were included in the data. Data were collected concerning MBTI type and situational leadership styles. Frequencies, percentages, and correlations were utilized in the analysis of the data.

Analysis of the data revealed the state FFA officers and their advisors had learning styles consistent with Ballard (1989) and Keirseey and Bates' (1984) prediction for teachers of agriculture. Data was similar amongst the five states for the state FFA officers and their advisors for MBTI scores and situational leadership scores. From this data, it can be concluded that state FFA officers are of similar types to their advisors, and will react similarly to their advisors in leadership situations.

CHAPTER 1

THE PROBLEM AND ITS SETTINGIntroduction

Leadership training has been an integral part of the Agricultural Education program and the Future Farmers of America (FFA) since their inception. Agricultural Education and the FFA have both sought ways to develop leadership in the Agricultural Education students. Leadership development and training sessions are regularly conducted at the local, district, and state levels. But what truly is leadership, and are there different types of leaders in the FFA? Hersey and Blanchard (1977) describe leadership as the process of influencing the activities of a group or individual towards the achievement of a goal.

Leadership training is an integral part of the FFA, from preparing chapter officers to national officers. A variety of leadership methods and techniques are taught in FFA activities. As agriculture and the youth of today have changed, has the method in which we teach leadership changed, and are different types of leaders being produced and selected as state officers in the FFA? In an organization that places

such high regard on leadership as the FFA does, information about the characteristics of our leaders is vital for improving our leadership training programs and advising function (Owings and Nelson, 1977).

Purpose of the Study

The purpose of this study was to determine the influence the Agricultural Education Instructor has on the development of leadership styles of State FFA Officers.

Need for the study

Since the formation of the FFA in 1928, one of the greatest strengths of the organization has been the development of leadership in young people. "FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth, and career success** through agricultural education (Official FFA Manual, 1996, p.4)". As the face of agriculture has changed over the past fifty years, so has the FFA. What once was the Future Farmers of America, Vocational Agriculture, and Supervised Occupational Experience Programs is now FFA, Agricultural Education, and Supervised Agricultural Experience Programs. Has the method in which we teach leadership changed to stay current? Are the leadership training programs recognizing the different leadership types and strengthening

each type? By selecting State Officers each year, the most outstanding leaders are identified. Owings and Nelson(1977) used the Myers-Briggs Type Indicator (MBTI) to determine the temperament type of chapter and state officers. From this Owings concluded that there appears to be little variation of temperament of the student leaders in our organization. The review of literature has not produced any studies that identified the leadership style of FFA officers and of the FFA officer team. Questions that the researcher believes need to be answered are; Are all state officers of Montana, Wyoming, Washington, North Dakota, and Idaho for the past three years of the same leadership style? Does their leadership style support the officer's temperament? If there is a variety of leadership styles, how can we adapt our teaching styles to continue the variety of leadership styles in our students? How can we utilize the diversity in leadership styles of officers on an officer team? What influence does the Agricultural Education Instructor play on the development of leadership skills? Are these five states selecting only a particular style of leader for the State FFA Officers, and if so, what style? Is this leadership style directly related to the leadership style of the Agricultural Education instructors of these students? If the educators and advisors do know the types of leaders they are producing, teaching techniques and leadership activities will be more readily adapted to take advantage of personality and leadership strengths.

Specific Objectives

To meet the purpose of this study, the following objectives were identified:

- (1) To determine and compare the leadership styles of State FFA Officers and their Agricultural Education Instructor.
- (2) To determine and compare the MBTI temperament types of State FFA Officers and their Agricultural Education Instructor.

Hypotheses

The following hypotheses were placed upon this research:

- H₀: There is no relationship between the leadership style of the Agricultural Education Instructor and his/her State FFA Officers.
- H₀: There is no relationship between the temperament of the State Officer and his/her Agricultural Education Instructor.

Assumptions

This study was based on the following assumptions:

- (1) Leadership and temperament can be identified, and all people have a particular style for each.
- (2) There is no direct interaction between leadership style and personal temperament.

Limitations

The following limitations were placed on this research:

- (1) The population was limited to state officers and their FFA Advisors for Montana, Wyoming, Washington, North Dakota, and Idaho from 1993 to 1995.
- (2) Temperament was determined by the Myers-Briggs Temperament Indicator Form G.

Definition of Terms

The following definitions apply to this study:

- (1) Temperament type: Those identifiable personality characteristics and traits which an individual repeatedly displays.
- (2) Leadership styles: Those behavioral patterns and actions that consistently demonstrate a person's leadership abilities.
- (3) State FFA Officer: Those individuals selected to serve as State FFA leaders after earning the State FFA degree.
- (4) MBTI : Myers-Briggs Type Indicator. An instrument designed to determine personal temperament types.

CHAPTER 2

REVIEW OF LITERATURE

Many studies have been conducted in the past that relate to leadership and the FFA. These studies focused on those leadership traits found in many FFA leaders, but did not relate the traits to personality traits. Carter and Spotanski (1989) identified ten scales or traits important in high school leaders. The ten traits are "drive, cohesiveness, productivity, achievement, attitude toward group work, leadership, self-confidence, cooperation, citizenship, and personal development (Table 1, page 2.)". Fischler (1988) identified and compared types of communication, including verbal and non-verbal, and their effects on perceived leadership abilities. Fischler (1988) related these communication types to the MBTI temperaments and concluded that each temperament has its own language and listening style. Moursand (1985) studied communication skills and the MBTI in relation to computer education, and concluded that each MBTI type varied with listening and communication skills. Lasap (1971) studied past National FFA officers' leadership traits and the number of offices held in the FFA, and concluded that leadership traits are directly related to level

of participation and number of offices in the FFA. While studying the relationship of participation in FFA activities and development of leadership skills, Townsend and Carter(1983) concluded that there is a direct relationship between the level of participation and leadership skills.

Sisk (1990) classified leadership into three different approaches by definition and assessment of leadership. These include trait theory, leadership style, and situational definitions. Trait leadership suggests that individuals have specific traits that contribute to leadership behavior. The trait theory of leadership has also been called the "good old boy theory", as it assumes that either a person is born with leadership abilities or does not have leadership abilities. Some of the traits considered include intellectual capacity, achievement, participation, status, and responsibility. These traits can and do interact with each other according to the situation or work setting. The trait theory also lends to leadership roles according to situation, including compromiser, facilitator, harmonizer, reflective-observer, and gatekeeper.

The leadership style theory refers to a person's behaviors in a leadership situation. These behaviors can be categorized as democratic, autocratic, and laissez-faire. These categories reflect the amount of intervention and control a leader exhibits in a group situation. Burgess (1986) conducted a study in which three groups worked

independently on a model construction process. A leader from each group was told to conduct that group in a particular manner, specifically democratic, autocratic, and laissez-faire. The three groups were completely separated, and could not view each other's work. All groups were asked to evaluate the end product, and the favored project of the entire group came from the democratic group.

Situational leadership suggests a combination of trait and leadership style, with those traits of leadership found in a person becoming apparent in a leadership situation. Leadership abilities are a reflection of the interaction of the leader and group being led. Maturity and self-esteem are important factors in the success of the leaders. The leader's role changes with the maturity level and self-esteem level of the members of the group. As the group members feel they are competent to take control, the leader relinquishes control and allows the group to move forward. Herren (1989) studied situational leadership and the styles used in situations. Herren identified four styles of leadership according to a situation. The four leadership styles identified were structuring, coaching, encouraging, and delegating.

Of the three types, the trait theory was more commonly accepted for many years. Criticism has been raised by Idem (1964) and others who refute the trait theory alone, as it suggests that there are "born leaders". Idem suggests that the

situation has as much influence on leadership as those traits possessed by the individuals.

Many studies have been conducted in the past concerning FFA members and officers. Although many of these studies have focused on the leadership abilities and traits of FFA members, very few recognize or mention temperament in relation to the leadership ability. Owings and Nelson (1977) looked at the temperament of chapter and State FFA Officers attending the FFA Washington Conference Program in 1976. They found little difference in types as identified by the Myers-Briggs Type Indicator of chapter and National FFA Officers. Rollins, Miller, and Kahler (1988) identified temperaments preferred by students in Agricultural Education and their levels of critical thinking. Almost one third of the respondents studied were either ESTP or ISTP learning styles as identified by the Myers-Briggs Type Indicator. Ballard (1989) identified the temperament of Montana Vocational Agricultural teachers/FFA advisors. The most common types identified by the MBTI of the Montana teachers were ESTJ or ISTJ. Foster and Horner (1988) identified MBTI preference type of Agricultural Teacher Educators and Supervisors of Vocational Agriculture nationwide. Data show ISTJ and ESTJ to be the most common types. The predominance of "SJ" temperaments suggests Agricultural Education is pursuing a traditional approach to teaching, with resistance to change.

History of Types and Style

History shows that temperaments have been recognized for over two thousand years. Hippocrates identified people as one of four types - Sanguine, Choleric, Phlegmatic and Melancholic. These four types were also categorized by four body fluids - Blood (Sanguine), Yellow bile (Choleric), Phlegm (Phlegmatic) and Black Bile (Melancholic). Aristotle was interested in how people learn, and what influences their interest in learning styles.

Keirsey and Bates (1978) offer a chronological listing of how learning styles and temperaments have evolved. One fundamental tenet of our society is that all people are alike. Since all people are alike, they must all think alike. In 1920, Freud (as reported in Keirsey and Bates, 1978) identified the internal drive that all people have as "Eros". All actions of man are therefore a level or type of "Eros". In 1954, Maslow (as reported by Keirsey and Bates 1978) identified levels of motivation for our actions, from physiological needs, to safety, to social, and ultimately, esteem needs. All these levels are experienced by all people during their lives, so their actions and motivation must be alike.

The Myers-Briggs Type Indicator is based upon the types identified by Carl Jung in his studies in the 1920's. Jung's theory of psychological types refers to the preferences people

have in their thinking and mental processes. He described personalities and attitudes that are basic and common in how we deal with the world. Throughout a person's life decisions have been made that influence how the life is lived. These decisions are a person's preferences, or a person's psychological type.

Jung (1923) focused his attention on certain preferences found in human behavior, including how people perceive the world and how they prefer to make judgments. Jung described perception as the process of becoming aware of things, people, occurrences, or ideas. Jung suggested two ways of perceiving, sensation and intuition. Sensing judgment (S) is becoming aware of the environment around us solely by the use of our five senses. Intuition (N), however, is centered in the subconscious mind, from thoughts instead of sensual perceptions.

Jung identified two methods in which people make judgments. A thinking person (T) uses logical processes to make decisions, using facts and figures. A feeling person (F) is concerned less with facts and figures, and more with internal feelings on a personal subjective level.

Jung also identified a person by their tendency to be an extrovert or introvert. An extrovert (E) tends to focus judgments and perceptions on the outer world of people and things, while an introvert (I) focuses on internal concepts and ideas.

The fourth preference Jung studied was how a person tends to make decisions. A Judging person (J) places emphasis on making a decision based on information known, while a Perceiving person (P) places emphasis on gathering as much information as possible prior to making the decision. The judging person is concerned more about the product, the decision, than the process. The perceiving person is concerned with the process more than the product. This preference was somewhat implied in Jung's study, but made more explicit by Myers and Briggs in their development of the MBTI (Myers and McCaully, 1988).

Kiersey and Bates (1978) report that 75% of the population will be "E", with 25% as "I". "S" types make up 75% of the population, with 25% as "N". There is an even split of 50-50 of the "T" and "F" types, as well as the "J" and "P" types.

Temperament and Leadership Type

The researcher discovered no literature discussing the interaction of individual temperament and leadership type in the success rates of leadership groups or teams. Business and industry has examined this relationship in depth. Kofodimos (1991) suggests that in order for any executive or leader to be successful, a knowledge of the temperament of the people involved is crucial. Every group has its own distinctive

composition of types, and should be recognized. Because to the varied makeup of a group, it should be recognized that no particular type is better than another, nor does one type work in all situations. All types are needed for success in all situations.

Keirsey and Bates (1978) examined leadership styles in relation to the MBTI. They examined leadership in different forms of appreciation. In order for a leader to work closely and fully with all of the types, recognition must be given to each type in varying forms of appreciation in order for the types to all work together. An "SP" appreciates clever work, endurance and adaptation. "SP" leaders tend to be more process oriented than product oriented. "SJ" leaders are cautious and careful, making sure of accuracy at all times. An "SJ" needs reinforcement regularly, and is very product oriented. An "NT" wants appreciation for their ideas. They are more creative and thoughtful than other temperaments, and are concerned with alternative methods and ideas. The "NF" person needs to be recognized as a unique person, and is concerned about feelings.

The four major temperaments also function differently when in a management position. The "SP" manager can be characterized as a troubleshooter or a diplomat. The "SP" manager rises well to the occasion, is impatient with theories, is very flexible, open-minded, and does not fight the system. The "SJ" manager can also be characterized as a

stabilizer or a consolidator. The "SJ" manager focuses on the organization and its rules, follows regulations, is patient, thorough, and orderly. The "NT" manager can also be called a visionary leader. The "NT" manager tends to be technical, and a perfectionist. This style of manager is concerned with details, tending to lose sight of the full picture. The "NF" manager is called a catalyst leader. The "NF" leader is personable, well liked, able to draw out the best in people, and is very people oriented. The "NF" leader is a democratic leader, concerned with keeping people in the process (Kiersey and Bates, 1978).

CHAPTER 3

METHODS AND PROCEDURES

This section describes the procedures used to complete this study. Included is a description of how the population was surveyed, description of the instruments used, design of the situational leadership styles instrument, and the method by which data were collected and analyzed. Results are reported in Chapter 4 of this study.

Population and Sample

This was a total population study involving the state officers and their advisors from Montana, Wyoming, Washington, North Dakota, and Idaho from 1993 to 1995 whose addresses could be accurately obtained. The state officers and advisors were identified by contacting the state FFA advisor or state supervisor of each state, and addresses obtained from the same office.

Instruments and Design

The Myers-Briggs Type Indicator (MBTI), Form G, was chosen to determine temperament. This instrument is presently

being used by the Agricultural and Technology Education Department at Montana State University in the teaching methods class, and was used in a previous study (Ballard, 1989) to determine the temperament of the Agricultural Education Instructors in Montana during the 1988-1989 school year. The Myers-Briggs instrument was used because of its application to various populations. Over two million people took the MBTI in 1988. It has been used extensively in research dealing with personalities and personality traits of high-school, college, and post-college adults.

The Myers-Briggs Type Indicator is a self-administered questionnaire. The questionnaire is based on research by Jung on psychological types. The MBTI was developed over a twenty year period by Isabell Myers and her mother, Katherine Briggs. It is published by the Consulting Psychologists Press in Palo Alto, California.

The MBTI is a forced choice, 126 item instrument. The answers provide four bipolar indices scales which can be further divided into temperaments. The four preferences are: Extroversion or Introversion (E or I); Sensing perception or Intuition perception (S or N); Thinking judgment or Feeling judgement (T or F); and Judgment or Perception (J or P). Using four of the eight factors, a person's temperament is derived from a possibility of 16 personality styles. The authors report an 87 percent test/retest repeatability.

The second instrument that was used in this survey was to determine leadership response in particular situations. This instrument was based upon several different previously developed instruments, including the BEST and Lead II instruments, as well as expected reactions to situations from the types of leaders found in MBTI research. The BEST Instrument is a single page instrument that presents the participant a series of pairs of terms. The respondent is asked to select the term that most closely applies to that person's leadership style. The answers for each of the items on the leadership instrument were re-ordered to prevent anticipation by the respondent to a perceived trend in responses. The researcher wrote the letters A through X on a piece of paper and put them in a hat. The letters were drawn from the hat and assigned to a question. Since each question only offered four possible responses, these letters were matched to the letters and number combinations found on a Montana Livestock judging card (Appendix A). This led to the grids found in Appendix B. After the instrument was developed, the researcher's graduate chairman reviewed the instrument to determine face and content validity. After review of the committee and revisions, the instrument was pilot tested upon selected junior and senior officers and leaders in the Stevensville FFA chapter in June 1996. Revisions were made again to correct deficiencies.

The two surveys, MBTI and the situational leadership instrument (Appendix C) were sent to the population during the last week of June 1996. The cover letter (Appendix D) included with the surveys explained the purpose of the study and the instructions for taking the survey. A postcard (Appendix E) was mailed to the non-respondents approximately ten days later. This postcard served several purposes: (1) to remind the population of the need to return the instruments, and (2) to determine if the addresses compiled were correct. Two weeks after the postcard was mailed out, a second follow up letter (Appendix F) was sent to the non-respondents urging them once again to complete and return the surveys.

Analysis of Data

The Myers-Briggs Type Indicators were hand scored, using the scoring templates from Consulting Psychologists Press, Palo Alto, California. The data derived from the MBTI type scores were entered into an Excel spreadsheet. Scores on each scale were entered, as well as the quadrants represented by the scoring. Totals for each quadrant were manually tabulated using a calculator.

Data from the situational leadership styles instrument was recorded on a score sheet constructed by the researcher designed to better enable the researcher to tabulate the randomly mixed answers (Appendix G). These data were then entered into an Excel spreadsheet in a grid format to better

enable the statistical calculations. For those advisors who had worked with more than one state officer, calculations were made for all combinations back to the advisor's data.

Excel was used to compute the relationship between the leadership style of the officers and advisors, as well as the relationship between the temperaments of the officers and their advisors, and the leadership style of each officer and instructor compared to their own temperament using Pearson's R.

CHAPTER 4

RESULTS OF THE STUDYIntroduction

The purpose of this study was to determine the influence the Agricultural Education Instructor has on development of leadership styles of State FFA Officers. To seek answers to the questions growing out of this purpose, data were collected through two mailed survey questionnaires to Montana, Wyoming, Washington, North Dakota, and Idaho State FFA officers from 1993 to 1995 and their advisors. The data collected from the questionnaires are presented under the following headings: (1) response rate, (2) MBTI types among survey respondents, and (3) situational leadership styles data.

Response Rate

A total of 111 State FFA officers received a Myers-Briggs Type Indicator (MBTI) instrument and the Leadership Styles survey questionnaire. A total of 84 FFA Advisors received the same instruments. Of the 111 MBTI Instruments mailed to State FFA Officers, 68 were returned, resulting in a 61% return

rate. Of the 84 MBTI instruments mailed to the FFA Advisors, 47 were returned, resulting in a 56% return rate. Overall, 115 of the 193 members of the population responded, resulting in a 59% return rate. One of the State FFA Officer's and two FFA Advisor's MBTI instruments were not usable because the answer sheet was incompletely filled out by the respondent. Therefore, there was no accurate method of determining the overall scores on those instruments. All of the leadership instruments were filled out correctly and scorable. The data in Table 1 shows the response rates for State FFA Officers and FFA Advisors for each of the five states (Montana, Washington, Idaho, Wyoming, and North Dakota) over the three year period (1993-1996).

Table 1. Return rates of State FFA Officers and FFA Advisors from each state by year.

State and year	State * Officers	Returned	%	FFA * Advisors	Returned	%
Mt. 95-96	10	6	60	8	7	88
Mt. 94-95	10	9	90	8	5	63
Mt. 93-94	10	7	70	9	8	89
Wy. 95-96	9	4	44	7	2	28
Wy. 94-95	9	3	33	8	3	42
Wy. 93-94	9	5	56	7	3	43
Id. 95-96	6	3	50	6	1	17
Id. 94-95	6	3	50	6	1	17
Id. 93-94	6	1	17	6	3	50
Wa. 95-96	6	6	100	5	1	20
Wa. 94-95	6	4	66	6	1	17
Wa. 93-94	6	3	50	6	3	50
ND. 95-96	6	4	66	5	4	66
Nd. 94-95	6	5	83	6	3	30
ND. 93-94	6	4	66	6	4	66

* Column totals will not equal the population total due to advisors with more than one state officer.

Montana has 10 officers per year, Wyoming 9, while Idaho, North Dakota, and Washington only have 6 officers per year.

The overall return rate was lowered due to the 93-94 officers from Idaho (17%), and the 94-95 officers from Wyoming (33%). Idaho was the least responsive for both the advisors and officers, while Montana was the most responsive.

MBTI Types Among Survey Respondents

As stated before, the MBTI scores were manually tabulated using templates. These scores were then entered into an Excel spreadsheet to determine the correlation between the raw scores for each scale of the State FFA Officers and their FFA Advisors.

Table 2 data show the frequency between the State FFA Officers and their FFA Advisors from Montana.

Table 2. Frequency of MBTI temperament types of FFA State Officers and their FFA Advisors in Montana.

Temperament Type	# of Officers	Percent	# of Advisors	Percent
ENFP	2	9.5	-	-
ISFP	1	4.8	1	5.9
ESFP	1	4.8	-	-
ISFJ	1	4.8	-	-
ESFJ	2	9.5	1	5.9
INTP	1	4.8	1	5.9
ENTP	1	4.8	3	17.6
ISTP	1	4.8	2	11.8
ESTP	2	9.5	1	5.9
ISTJ	3	14	6	35.3
ESTJ	6	29	3	17.6
TOTAL	21		17	

As reflected in the data, 43 percent (14 + 29) of the FFA officers resulted with ISTJ or ESTJ classifications. When looking at the data from the advisors from Montana, we find a similar total, with 52.9 percent (35.3% +17.6%) of the FFA Advisors as ISTJ or ESTJ. These findings show similar results to what John Ballard (1989) found in his study, where 51.4 percent of Montana Agricultural Education teachers were ESTJ or ISTJ.

When considering the data for Wyoming State FFA Officers and their FFA Advisors, similar results were obtained. Table 3 data will show the categories represented in MBTI testing and the corresponding percentages.

Table 3 Frequency of MBTI temperament types of FFA State Officers and their FFA Advisors in Wyoming.

Temperament Type	# of Officers	Percent	# of Advisors	Percent
ENFP	1	9.1	-	-
ESFP	3	27.3	1	16.7
ENFJ	1	9.1	-	-
ISTP	1	9.1	-	-
ISTJ	3	27.3	2	33.3
ESTJ	2	18.2	3	50
TOTAL	11		6	

The MBTI data for the Wyoming State officers and their FFA Advisors show similar results to the Montana population tested. The Wyoming State FFA Officers had 45 percent (27% +18%) of their population that responded fall into the ESTJ

or ISTJ categories, while 83 percent (50% + 33%) of the FFA Advisors that responded were ESTJ or ISTJ. It should be noted, however, that the response rate for the Wyoming FFA Advisors was only 36 percent, so generalizations cannot be accurately made for all Wyoming FFA Advisors from this data.

Data from the Idaho State Officers and their FFA Advisors reflected the different categories represented and subsequent percentages. The MBTI categories and percentages for Idaho can be found in Table 4.

Table 4 Frequency of MBTI temperament types of FFA State Officers and their FFA Advisors in Idaho.

Temperament Type	# of Officers	Percent	# of Advisors	Percent
ENFP	2	28.6	-	-
INFP	1	14.3	-	-
ESFP	2	28.6	-	-
ESTJ	2	28.6	2	33
ESFJ	-	-	1	16.7
ISTP	-	-	1	16.7
ESFJ	-	-	1	16.7
TOTAL	7		6	

As the data show, Idaho State Officers and their FFA Advisors represented considerably different categories in the MBTI. When looking at the officers' data, we find an equal number in ENFP, ESFP, and ESTJ (28.6%). Their FFA Advisors were most commonly ESTJ (33%). It must again be noted that the return rate from Idaho was very low for both the State

Officers and their FFA Advisors, so generalizations to the entire population of State Officers and FFA Advisors may not accurately represent the total population.

Population members from Washington did respond at a higher rate than Idaho and Wyoming. The categories and percentages for State FFA Officers and their FFA Advisors are represented in Table 5.

Table 5 Frequency of MBTI temperament types of FFA State Officers and their FFA Advisors in Washington.

Temperament Type	# of Officers	Percent	# of Advisors	Percent
ENFP	1	8.2		
INFP			1	16.6
INFJ	1	8.2		
ISFJ			1	16.6
ESFJ	2	16.7		
ENTJ	1	8.2		
ISTJ	1	8.2	1	16.6
ESTJ	6	50	3	50
TOTAL	12		6	

Washington FFA Officer's MBTI scores reflected most commonly the ESTJ (50%) and ESFJ (16.7%) categories, much like Montana and Wyoming. The Washington FFA Advisors most commonly were ESTJ (50%), but again it should be noted that the return rate among Washington FFA Advisors was only 33 percent, so generalizations again may not be accurate to the total population.

Finally, looking at the North Dakota State Officers and their FFA Advisors data on the MBTI show similar results. Table 6 data will show the categories and percentages for State FFA Officers and their FFA Advisors.

Table 6. Frequency of MBTI temperament types of FFA State Officers and their FFA Advisors in North Dakota.

Temperament Type	# of Officers	Percent	# of Advisors	Percent
ENFP	2	16.7	-	-
INFP	-	-	1	10
ISFP	-	-	1	10
ISTP	1	8.2	-	-
ESFP	-	-	1	10
ISFJ	1	8.2	-	-
ESFJ	2	16.7	-	-
ISTP	1	8.2	1	10
ESTP	1	8.2	1	10
ISTJ	3	25	2	20
ESTJ	1	8.2	3	30
TOTAL	12		10	

North Dakota State FFA Officers and Advisors responded most often again with the ESTJ (8.2% and 30%) and ISTJ (25% and 20%) scales most commonly. Some officers also responded with ENFP (16.7%) and ESFJ (16.7%).

Of those State FFA Officers and FFA Advisors who returned the questionnaires, the correlation was determined using the raw scores on each scale of the MBTI. Overall, there were thirty four pairs of data to correlate, using all 4 letters.

Davis's (1971) coefficient conventions were used to describe the associations. They were as follows: .01-.09 negligible, .10-.29 low, .30-.49 moderate, .50-.69 substantial, and .70 or higher very strong association. The average correlation between these 34 pairs was .314, indicating a moderate relationship between the two members of each pair. By state, Washington showed the strongest correlation with .556. Considering the total number of officer pairs from each state, little can be generalized from Wyoming, Idaho and Washington due to the low return. Without having at least twenty pairs of data to correlate, individual state correlations would not be statistically accurate. Specific state categories and percentages are listed on Table 7.

Table 7. Temperaments of respondents of MBTI scores and percentages by state.

CATEGORY	SP	%	SJ	%	NT	%	NF	%
MT Officers	6	29	11	52	2	9	2	9
MT Advisors	4	24	10	59	3	18	0	0
WY Officers	4	36	5	45	0	0	2	18
WY Advisors	1	17	5	83	0	0	0	0
ID Officers	1	33	1	16.5	0	33	1	16.5
ID Advisors	2	17	5	83	2	0	0	0
WA Officers	-	0	9	75	0	8	2	17
WA Advisors	-	0	5	83	1	0	1	17
ND Officers	2	17	7	58	1	8	2	17
ND Advisors	4	40	7	50	0	0	1	10
Total	28	25	63	57	9	8	11	10

As the data show, the most common category for all state's advisors and their state officers was SJ (57%) with 63 responses, with SP the second most common with 28 (25%), NF the third most common with 11 (10%), and NT the least common with 9 (8%). The low return rate from Idaho leaves little capability to generalize this data to all state officers from that state.

Situational Leadership Survey Results

When considering data from the situational leadership styles instrument, the researcher asked each member of the population to respond to specific leadership situations as to how they feel they would most commonly react and respond to that situation. Each of the responses on the survey were linked to terms associated with each of the four main types of leaders as identified by Keirsey and Bates (1984). The categories identified were SP, SJ, NT, and NF. The responses were randomly re-ordered to prevent anticipation of answers in a trend. The survey instrument consisted of twenty questions, so the potential existed for a respondent to answer five answers for each category. This situation only happened with one person in the population. A number of the respondents ended with identical total scores in two categories. The following table, Table 8, represents the number and percentages of each category for respondents from each of the five states.

Table 8. Number and Percentage of types found on leadership styles instrument.

CATEGORY	SP	%	SJ	%	NT	%	NF	%
MT Officers	4.5*	21	4	19	12.5	60	0	0
MT Advisors	5	29	1	5	5.5	32	5.5	32
WY Officers	3	17	.5	3	7	39	1.5	8
WY Advisors	2.3	33	.8	11	2.8	40	1	14
ID Officers	1	14	2	29	4	33	1	14
ID Advisors	1.5	30	0	0	3.5	70	0	0
WA Officers	1	8	1	8	0	83	0	0
WA Advisors	2	33	2.5	42	1	17	.5	7
ND Officers	1.75	15	2.25	19	7.75	65	.25	2
ND Advisors	3	30	3	30	2	20	2	20
Total	25	25	17	17	46	46	12	12

* Decimal numbers are present to represent those individuals with identical total scores in more than one category.

The data for each state show that most officers and advisors selected responses typical for an NT individual(46%). Washington Advisors most often selected SJ (42%), while North Dakota Advisors most commonly answered with SP (30%) or SJ (30%) responses. This data conflicts with what the authors of the Myers Briggs instrument predicted, in that people will tend to lead using the same style as is commonly found using the MBTI instrument. The researcher also wanted to know the correlation between answers to the respective questions between the officers and their advisors. Table 9 data show the correlation between answer of state officers and their advisors on the situational leadership instrument for the five

states. Since there were not 30 pairs of data from each state on this instrument, individual state correlations would not be statistically accurate. The data in Table 9 indicate the overall average from each pair's correlation.

Table 9. Correlation of pairs situational leadership instrument scores.

STATE	NUMBER OF PAIRS	CORRELATION*
Montana	15	
Wyoming	4	
Idaho	2	
Washington	2	
North Dakota	7	
TOTAL	30	.205

* Individual state correlations are not reported as there were fewer than 30 pairs of data from each state to correlate. Instead, the entire population was used to determine one correlation.

Considering the data presented in Table 9, there exists a moderate correlation of the scores on the leadership instrument of State FFA Officers and their FFA Advisors from the five states. Little inference can be gained from the data from the individual states due to the lack of pairs in each state to correlate the data. Using the total population, enough pairs of respondents allowed the use of a correlation.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS
AND SUMMARYConclusions

The conclusions offered in this section are presented as they pertain to each of the objectives of this study, which were:

- (1) To compare the leadership styles of State FFA Officers and their Agricultural Education Instructor.
- (2) To compare the MBTI temperament types of State FFA Officers and their Agricultural Education Instructor.

Based on analysis and summarization of the data, the following conclusions have been drawn:

- (1) The majority of State FFA Officers and those FFA Advisors of state officers from the five states represented in this population have similar MBTI styles (ESTJ and ISTJ). This is consistent with those expected on teachers of agriculture, as described by Keirsey and Bates (1984). However, State FFA officers from Idaho and North Dakota also represented the ESFJ, ENSP, and ESFP groups somewhat

substantially. The overall correlation of the MBTI scores of the officers and their advisors was .314, demonstrated a mild relationship between the two individuals who were paired together. Therefore: H_0 : There is no relationship between the leadership style of the Agricultural Education Instructor and his/her State FFA Officer, should be rejected.

- (2) Leadership styles identified by the instrument tended to be very similar over the entire population of respondents, yet not necessarily similar from an officer to their advisor.
- (3) There exists a slight correlation among officers and their advisors on how they react to different leadership situations. Therefore: H_0 : There is no relationship between the temperament of the State FFA Officer and his/her Agricultural Education Instructor, should be rejected.
- (4) State FFA officers generally represented the same distribution over the MBTI categories from state to state.

Implications

- (1) Advisors would seem to have a mild influence on the types of students that eventually are selected as state officers. Data implies a preference among teachers towards students with similar scores on the MBTI

instrument, causing the distribution of all officers to closely reflect that of the FFA Advisors - seemingly "like attracts like".

- (2) State FFA Officers and FFA Advisors reacted similarly to leadership situations. This would imply that State FFA Officers are modeling their behaviors after what they have seen their FFA Advisors do, effectively changing their ethics and beliefs.

Recommendations

- (1) The MBTI study should be repeated in other western states to compare the distributions of types among FFA Advisors and State FFA Officers. This would also hopefully result in higher response rates from Wyoming, Idaho, and Washington to better generalize information about those states.
- (2) A similar study should be done with the State FFA Officers to determine the extent of involvement in other activities and leadership events on the development of leadership styles.
- (3) The use of further leadership instruments could further define leadership styles in FFA related situations.
- (4) Teachers should encourage the active participation of all students who represent the various styles, and should become more flexible towards the other styles found in the general population.

Summary

The information in this study should be utilized in the leadership training and emphasis provided by Agricultural Instructors and kept in mind when providing leadership training so as to address the varieties of types as identified by MBTI and other similar instruments. These differences in types and leadership styles could and should be utilized to more fully address our total student population.

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APPENDICES

APPENDIX A:
MONTANA LIVESTOCK JUDGING CARD

1234	1243	1324	1342	1423	1432	2134	2143	2314	2341	2413	2431	3124	3142	3214	3241	3412	3421	4123	4132	4213	4231	4312	4321
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X

PLACING

300	 Cooperative Extension Service Montana State University Bozeman	MONTANA JUDGING CARD									
200		COPYRIGHT 1958									
100		Class Judged _____		9							
90		_____		8							
80		_____		7							
70		_____		6							
60		Reasons Grade _____	Placing Grade _____	5							
50		GROUP		4							
40		_____		3							
30		_____		2							
20	A	B	C	D	E	F	G	H	I	J	1
10	_____										_____

APPENDIX B:
GRID FOR RE-ORGANIZING RESPONSES
FOR LEADERSHIP INSTRUMENT

Question	letter	placing	A	B	C	D
1	V	4231	NF	SJ	NT	SP
2	Q	3412	NT	NF	SP	SJ
3	L	2431	SJ	NF	NT	SP
4	R	3421	NT	NF	SJ	SP
5	E	1423	SP	NF	SJ	NT
6	A	1234	SP	SJ	NT	NF
7	U	4213	NF	SJ	SP	NT
8	D	1342	SP	NT	NF	SJ
9	X	4321	NF	NT	SJ	SP
10	J	2341	SJ	NT	NF	SP
11	G	2134	SJ	SP	NT	NF
12	K	2413	SJ	NF	SP	NT
13	O	3214	NT	SJ	SP	NF
14	B	1243	SP	SJ	NF	NT
15	W	4312	NF	NT	SP	SJ
16	I	2314	SJ	NT	SP	NF
17	S	4123	NF	SP	SJ	NT
18	N	3142	NT	SP	NF	SJ
19	H	2143	SJ	SP	NF	NT
20	C	1324	SP	NT	SJ	NF

APPENDIX C:
SITUATIONAL LEADERSHIP INSTRUMENT

Each of the following questions briefly outlines a situation you might encounter. **Circle the letter** of the answer with your initial instinct on how you would most likely react to that situation. Do NOT put excessive time in thinking - go on your "gut" feeling first. Remember, there are no wrong answers! Thanks for your time and effort!!

1. As a leader of an organization, you have been asked to compliment various members on their work. What would you most likely compliment them on?

- A. Sense of humor**
- B. Accuracy of their work**
- C. Ideas presented to the group**
- D. Clever work**

2. When working in a group, what are you more concerned about?

- A. Routine Tasks**
- B. Unique contributions**
- C. The process**
- D. The product**

3. When serving as a leader of a group, what would most likely irritate you about members of the group?

- A. Other people not following directions or standard procedures**
- B. Being treated impersonally by others**
- C. Being asked to do something illogical**
- D. Being told how to do the job**

4. What about your leadership probably irritates others?

- A. Doubting the capabilities of others**
- B. Being over concerned about personal feelings and problems**
- C. Lack of acknowledgment to others, failing to notice other's contributions**
- D. Carelessness about details, not completing projects**

5. The organization you belong to is currently strongly divided over an issue. What would you likely do in this situation?

- A. Negotiate or Troubleshoot**
- B. Try to make sure nobody's feelings are hurt**
- C. Keep things as they have always been before the problem**
- D. Look ahead to the future**

6. When getting others to do things, do you try to be:

- A. Fun-loving, active.**
- B. A dependable leader.**
- C. In control of the group.**
- D. Sensitive to others.**

7. When faced with a major project, do you prefer to:

- A. Set goals concerning the project, then strive to meet these goals.**
- B. Develop a plan of attack, step by step plans.**
- C. Start right away, changing your plans as needed.**
- D. Make models and assign work groups first.**

8. When working in a group on a project, do you prefer to:

- A. Get people started, then step back.**
- B. Oversee the quality of work throughout.**
- C. Help the group work together to the end.**
- D. Work throughout the project, start to finish.**

9. You have been asked to serve on a committee to evaluate possible changes in the FFA jacket. What would your position likely be concerning the change?

- A. First, ask the members how they feel about this.**
- B. Find ways to change the basic design only slightly.**
- C. Keep the jacket the way it is.**
- D. Select a new design to meet the times and make the change.**

10. In a group of peers, are you more likely to be:

- A. Actively meeting others.**
- B. Somewhat remote.**
- C. Getting the group all together.**
- D. Telling jokes.**

11. What would you like your colleagues to know your leadership style as?

- A. Hard Worker**
- B. Diplomat**
- C. Competent**
- D. Optimistic**

12. As the leader of an officer team, you have noticed that one of the officers is becoming more dominant, giving orders to other officers, and meddling in the duties of other officers. What would you do?

- A. Call an officer meeting to discuss business; complaints will surely be brought up in the meeting.**
- B. Ask other officers for recommendations on how the team should be organized**
- C. Do nothing for now - it will work itself out.**
- D. Take that person aside and point out the impact their actions will have in the future.**

13. Recently a group of your officers became bogged down on a problem. They are talking to each other individually about it, but nothing seems to be getting solved. What would you do?

- A. Step into the situation and try to solve the problem yourself.**
- B. Join in and help the team solve the problem.**
- C. Let them work alone until solving the problem.**
- D. Be supportive, counsel them and encourage them.**

14. As the leader of an officer team, you have noticed that the work of one of the officers has declined recently, and the rest of the officers seem to be working harder to make up for that officer. What would you do?

- A. Allow it to go on, it will probable work itself out.**
- B. Ask the other officers individually what they think should be done.**
- C. In a team meeting, address the importance to all about the importance of everyone pulling their own weight.**
- D. Call the officer aside and personally counsel, try to find the source of the problem.**

15. You have observed the officer team's direction is slightly off course and they seem to have lost sight of their goals as a team. You probably would:

- A. Show support for the team, remind them you are available to talk.**
- B. Leave the team alone, they'll work their way back on track.**
- C. Take action and try to steer the work back on course.**
- D. Hold a team meeting, allow them to evaluate progress towards goals, and let them make changes.**

16. You notice that a recently completed project was not very well done. You probably would:

- A. Make suggestions and get the team involved in redoing the project.**
- B. Suggest to the team that improvement is needed, let them decide if rework is necessary.**
- C. Accept it as is, it's only a small project.**
- D. Redo the project yourself and show the others how you think it should be done when you finish.**

17. You are approached by one of the officers of an organization you lead. The officer tells you that many of the contestants in the contest were talking and possible cheating. Would you:

- A. Let it go - not do anything.**
- B. Confront them personally.**
- C. Report them to the contest supervisor.**
- D. Address all of the contestants.**

18. You have learned that one of the officers has been observed by the organization's members behaving in a manner that is not what you think is acceptable. Would you:

- A. Address all of the officers.**
- B. Confront them personally.**
- C. Let it go - not do anything.**
- D. Report them to the state supervisor or advisor.**

19. What aspect of your leadership do you feel motivates your peers in a group situation?

- A. Organizer**
- B. Actively Involved**
- C. Supportive**
- D. Creativity**

20. A group of which you are a member is severely divided over an issue. The president is unsure of how to solve the conflict, and asks for your input. What would your response likely be?

- A. Set up a committee.**
- B. Tell the president to make the decision alone.**
- C. After discussion at a meeting, vote.**
- D. No answer - it's not your place to say.**

Thank you very much for your effort in helping to build on and improve the great leadership training that the FFA helps to provide our youth!!! Please complete these surveys and return as soon as you can!!

APPENDIX D:
COVER LETTER

**Department of Education**

Agricultural and Technology Education
Cheever Hall
MSU • Bozeman
Bozeman, MT 59717-0374
Telephone (406) 994-3201
Fax (406) 994-6696

Dear Fellow FFA Advisor:

Recently you should have received two surveys concerning leadership styles and personality types of State FFA Officers and their advisors. To date, I have not received your reply. I realize how busy summer can be, but would you please make the effort to complete the two surveys and return them to me as promptly as possible. Your response can influence how we select, train, and work with the future state officers for our respective states, so your cooperation is imperative.

As a responsible leader who manages their time well, I know you will find the time to finish these and send them off today!! If you cannot locate your envelope, feel free to call me at 406-777-5481 (work) or 406-777-3944 home.

Sincerely,

Brad O. King

APPENDIX E:
FOLLOW UP POSTCARD

Recently I sent you an envelope with two surveys concerning FFA leadership. To date I have not received your reply.

I realize how busy summer can be. However, I would greatly appreciate it if you would take the time to fill out and return the surveys and answer sheet. If you are unable to locate the envelope, please call me at 406-777-5481 (day), or 406-777-3944 (home).

Please take the time to finish these surveys. Thank you for your time and cooperation.

Sincerely,

Brad O. King

APPENDIX F:
SECOND FOLLOW-UP LETTER



Department of Education

Agricultural and Technology Education
Cheever Hall
MSU • Bozeman
Bozeman, MT 59717-0374
Telephone (406) 994-3201
Fax (406) 994-6696

Dear Fellow FFA Advisor:

Recently you should have received two surveys concerning leadership styles and personality types of State FFA Officers and their advisors. To date, I have not received your reply. I realize how busy summer can be, but would you please make the effort to complete the two surveys and return them to me as promptly as possible. Your response can influence how we select, train, and work with the future state officers for our respective states, so your cooperation is imperative.

As a responsible leader who manages their time well, I know you will find the time to finish these and send them off today!! If you cannot locate your envelope, feel free to call me at 406-777-5481 (work) or 406-777-3944) home.

Sincerely,

Brad O. King

APPENDIX G:
LEADERSHIP INSTRUMENT SCORING SHEET

Question	their answer	SP	SJ	NT	NF
1		D	B	C	A
2		C	D	A	B
3		D	A	C	B
4		A	C	D	B
5		A	B	C	D
6		A	B	C	D
7		C	B	D	A
8		A	D	B	C
9		D	C	B	A
10		D	A	B	C
11		B	A	C	D
12		C	A	D	B
13		C	B	A	D
14		A	B	D	C
15		C	D	B	A
16		C	A	B	D
17		B	C	D	A
18		B	D	A	C
19		B	A	D	C
20		A	C	B	D
TOTALS					

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