EXTRACURRICULAR/ CO-CURRICULAR PREPARATIONS AND THE

RELATIONSHIP TO LEADERSHIP STYLES OF K-12 ADMINISTRATORS

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By

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The undersigned, appointed by the dean of the Graduate School, have examined the

dissertation entitled

EXTRACURRICULAR/ CO-CURRICULAR PREPARATIONS AND THE

RELATIONSHIP TO LEADERSHIP STYLES OF K-12 ADMINISTRATORS

Presented by April Hawkins,

A candidate for the degree of Doctor of Education

And hereby certify that, in their opinion, it is worthy of acceptance.

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Dr. Beth Hurst

DEDICATION

This dissertation is dedicated to my family,

Especially my husband, who has made continued personal and professional sacrifices so

that I could continue on with my education and pursue my professional dreams. I am

forever grateful for his hard work, love, sacrifices, and support;

To our amazing Nanna, who has been there for our children in my absence, she has been

much more than a caregiver to our family. Without her, it would not have been possible

for me to achieve this undertaking;

and finally to our three children, whose encouragement and understanding helped me

complete this endeavor.

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~ The truth is that teamwork is at the heart of great achievement. ~ John Maxwell

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ABSTRACT

Due to the high stakes accountability, the many demands placed on educational leaders, and the numerous challenges to meet high expectations for all students, the need for high quality school leaders is more essential today than ever before. Coaching and training staff, building relationships, leading change, providing adequate resources, building school climate, analyzing and using data to drive decision making, engaging in reflective practices, are among several of the important leadership behaviors and practices necessary to lead effectively. Many of these skills can be transferable from leaders' previous experience in extracurricular and co-curricular activities. According to Marzano et al. (2005), limited research has been done on specific behaviors of effective leaders. Bass and Riggio (2006) recognized the need to better understand the roots of leadership development. Maxwell (1993) stated that leadership is learned and develops over time spent in purposeful engagement. The purpose of this dissertation was to study the relationship between extracurricular and co-curricular preparations and the relationship to school leadership.

Using the Multifactor Leadership Questionnaire (MLQ) Form 5X (Avolio & Bass, 2004) and the Profile of Extracurricular Preparations (PrEP), which was designed by the researcher, to obtain other demographic and descriptive information of select leaders, the researcher examined participation levels of extracurricular and co-curricular preparations of leaders prior to them assuming their leadership roles within the school. The researcher aimed to examine specific leadership styles based on extracurricular and co-curricular preparations and to study possible relationships that could be evidenced or significant with current educational leaders.

The results of the study found within each of the four leader groups (High EC-High CC, High EC-Low CC, Low EC-High CC, and Low EC –Low CC), leaders reported themselves as having similar leadership styles. Additionally, Outcomes: Effectiveness, and Outcome Satisfaction and other Transformational styles of Individual Consideration and Idealized Behavior were also among the top reported used leadership styles.

The researcher correlated leaders' extracurricular score with MLQ leadership styles using Pearson correlations. Of the leaders who rated themselves high in extracurricular, the analysis revealed there was only one significant score. Outcomes: Extra Effort had a weak negative Pearson Correlation. Co-curricular engagement levels related to MLQ leadership revealed a few more significant findings and several close to significant findings. The first significant correlation revealed a weak positive and significant Pearson Correlation to the Transformational: Idealized Attributes subscale. Another significant, weak negative Pearson Correlation was evidenced between co-curricular scores and Transactional Management by Exception –Active (MBE-A).

The researcher also performed an analysis comparing the four groups of leaders based upon their level of extracurricular and co-curricular engagement in using a one-way ANOVA. Between groups, the Transformational: Individual Consideration group revealed a significant difference. Unlike the findings with the extracurricular scores, the data revealed half of the MLQ factors had either significant or nearly significant relations with the co-curricular scores.

Post Hoc Tests were utilized to examine multiple comparisons to analyze significant relationships on the one-way ANOVA. Transformational: Individual Consideration leadership style unveiled a significant difference between the High EC –

High CC and the High EC –Low CC leader groups. Another significant difference was evidenced between the High EC –Low CC leader group and the Low EC –High CC group. The qualitative findings revealed that the majority of the participants felt their prior engagement in extracurricular and co-curricular activities helped their development of leadership skills. Several insights were provided to the researcher regarding the many leadership skills participants obtained through their experiences as a participant in extracurricular or co-curricular activities or in the role of a coach or director.

Discussions for future recommendations included revisions to the PrEP or utilizing other leadership measurement instruments to better understand the teaming components of leadership associated with extracurricular activities and to analyze leadership with a more comprehensive approach. Additionally, analyzing leadership opportunities within the participant layer of engagement could also provide greater insights into leadership development.

CHAPTER ONE

INTRODUCTION TO THE STUDY

Background of the Study

Schools are facing numerous challenges with the increase of high-stakes accountability for student learning to be correlated with national standards, an increase in federal and state mandates, a continued decline of resources, while facing more diverse student populations with increasingly more individualized special needs than ever before. The need for high quality school leaders is essential to meet these challenges. According to Reimers (2009):

> Good educators know that the real world is ever more interconnected and interdependent. We all share in facing such planetary challenges as climate change, health epidemics, global poverty, global economic recessions and trade imbalances, assaults on human rights, terrorism, political instability, and international conflicts. We also share opportunities for global collaboration in such areas as scientific and artistic creation, trade, and international cooperation. These challenges and opportunities define the contours of our lives, even in their most local dimensions. Yet in spite of growing awareness of the importance of developing global skills, few students around the world have the opportunity today to become globally competent. (p. 60)

Reimers (2009) declared educational leaders of the 21st century are charged with the responsibility of preparing students for a complex and interconnected global society.

One phenomenon noted by the researcher in the role of a public school administrator is traditionally many school leaders or top administrators of businesses and organizations had previously been involved in extracurricular or co-curricular activities

as part of their previous leadership experiential training. The researcher wanted to explore what possible correlations could be made regarding previous involvement in extracurricular and co-curricular activities and current leadership styles and to further examine the phenomenon. Additionally, regardless of leaders' preparations prior to assuming administrative roles, practitioners recognize the importance of on-going professional development necessary to bring about high levels of student achievement. Marzano, Walters, and McNulty (2005) emphasized the importance of on-going leadership training for principals and the correlation to high levels of student achievement.

Despite the importance of on-going professional development, officials are faced with the dwindling of professional development funds in response to financial constraints and continual budget cuts due to funding from the federal, state, and local levels. The researcher recognizes the importance of determining how these preparations may enhance leaders' styles and approaches while determining if the research could help guide districts to save money in professional development or in the selection process of hiring new administrators.

Furthermore, as many leaders are continually reaching the retirement age and leaving the profession, it would be valuable for school districts to know what type of training, skills, or experiences are valuable to leaders and what skills are easily transferable into leadership. These background preparations could yield correlations for leadership styles as employers look for potential administrative candidates while being fiscally responsible with district funds and specifically, funds associated with professional growth offerings and other expenses related with leadership training and development.

Marzano et al. (2005) upheld "the leadership training the principal attends is so powerful that it places the principal at the top percentile in leadership behavior which over time would predict the average student achievement levels" (p. 10). Marzano et al. (2005) then streamlined their findings identifying 21 responsibilities of a school leader, which corresponded with Cotton's (2003) findings that identified 25 essential leadership practices. In concurrence with both Cotton's (2003) and Marzano et al.'s (2005) findings, the researcher sought to determine how varying levels of involvement in extracurricular preparations can yield essential responsibilities, practices, or specific skills thus allowing individuals to have possibly already experienced many of these practices through prior preparatory opportunities.

The researcher sought to investigate if involvement in extracurricular and co-curricular preparations helps to develop skills, leadership profiles, and practices to help nurture the leadership styles of individuals and what type of relationships may exist. Many leadership experts believe leadership can be developed through purposeful engagement in training and learning opportunities. Maxwell (1998) argued developing leadership takes time and is developed daily with purposeful intentions to practice and apply to one's life daily. "If you continually invest in your leadership development, letting your 'assets' compound, the inevitable result is growth over time" (Maxwell, 2002b, p. 12).

"The ability to lead is really a collection of skills, nearly all of which can be learned and improved" (Maxwell, 2002b, p. 13). Through involvement in extracurricular and co-curricular activities, opportunities continually teach individuals leadership qualities such as self-discipline and perseverance, which are critical qualities for effective leaders to uphold. Additionally, Maxwell (2002b) later emphasized, "Successful leaders

are learners, and the learning process is ongoing, a result of self-discipline and perseverance" (p. 14).

Further proclaimed by Maxwell (2002b):

Leadership ability is always the lid on personal and organizational effectiveness. If the leader is strong, the lid is high. But if it's not, then the organization is limited. That's why in times of trouble, organizations naturally look for new leadership. When a country is experiencing hard times, it elects a new president. When a church is floundering, it searchers for a new senior pastor. (p. 9)

Just as in athletics, "When a sports team is continually losing, it looks for a new head coach. When a company is losing money, it hires a new CEO" (Maxwell, 2002b, p. 9). Maxwell (2002b) also discussed that by individuals increasing their leadership ability, they can raise their level of effectiveness in leading organizations, teams, churches, or even the government.

As the researcher examined the relationship between extracurricular preparations and effective leadership, many pertinent leadership theories that are firmly established and widely accepted can be applied to situations within extracurricular preparations. Important components of transformational leadership and charismatic leadership, transactional leadership, situational leadership, intuitive leadership, and other components of leadership such as use of teaming strategies are all linked to extracurricular preparatory programs. As schools continue to seek high-quality administrators in the years to come, it is important to understand how previous extracurricular and co-curricular preparations can help to prepare or foster leadership behaviors for school administrators.

Theoretical Underpinnings of the Study

Maxwell (2005) asserted that leadership can be learned through motivation, purposeful training and that only a few leadership skills are instinctive in nature. He referred to one type of leader he called the *learned leader*, which is someone who has seen leadership modeled most of one's life, has learned leadership through training, and has had self-discipline to be a great leader, indicating all three qualities were acquired.

In light of theory of leadership development, Jensen (2006) clearly indicated through his research of the human brain relating to human growth and development, that the human brain is highly experience-dependent, meaning the life one leads influences one's brain development. The brain develops and changes based on the quality of interactions, hence adjusting the brain as individuals grow and develop.

Many studies and research indicated many commonalities between youth development programs and connections to life-long learning and development for potential leadership skills. Leadership styles of school administrators will be examined utilizing the framework of Bass and Avolio (2002) Full Range Leadership Theory, which distinguishes three styles of leadership- transformational, transactional, and laissez-faire. These primary styles of leadership will be briefly addressed to provide an underpinning for the research; however, they will later be described in further detail in the review of literature.

Researchers of transformational leadership have begun to recognize the importance of youth developmental programs and their relationship to one's ability to develop as a leader. Bass and Riggio (2006) noted:

Clearly we also need to better understand the roots of transformational leadership development, to help in early training interventions. In the past decade, the

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number of youth leadership development programs have exploded. As has been

mentioned, the roots of leadership begin early, so it can be argued that involving

youth in leadership development-even as early as 8 years of age could be an

important step toward developing further transformational leaders. (p. 234)

Bass and Riggio (2006) also recognized that significant work has been done with

transformational leadership training; however, much more is needed. "As

transformational leadership development programs continue to expand, we hope that

evaluation research, particularly longitudinal investigations of leadership development,

will also increase to help inform continuous program development" (Bass & Avolio,

2006, p. 234). Bass and Avolio (1990) proposed that certain types of leadership styles can

be developed. A synopsis of these leadership styles will be provided here to give the

reader context to the underpinnings of the study.

Transformational leadership is one of the primary styles both Bass and Avolio

(1990) projected as having significant positive impacts on leadership. Underpinned by the

work of Bass (1985), he alone asserted, "Transformational leadership arouses

transcendental interests in followers and/or elevates their need and aspiration levels. In

doing so, transformational leadership may result ultimately in a higher level of

satisfaction and effectiveness among the led" (p. 32). Bass (1985) further contended, "We

need to improve our understanding of the short- and long-term motivation, commitment,

involvement, satisfaction, creativity, and productivity of industrial, governmental,

military, and educational personnel as a function of the extent to which their superiors are

transactional or transformational" (p. 32).

Bass (1985) emphasized with the importance of transformational leadership "We

will need to learn how to develop in managers the sensitivity and interpersonal

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competence required for them to function as transformational leaders" (p. 32). In addition to transformational leadership, transactional leadership is another style commonly used. Burns (1978) suggested:

> Transactional leaders approach followers with an eye to exchange one thing from another: jobs for votes, or subsidies for campaign contributions. Exchanges that are transactional in nature comprise the majority of the relationships among leaders and followers, especially in groups, legislatures, and parties. (p. 34)

Finally, a third type of leadership which served as underpinnings to Bass and Avolio, (1990) studies on leadership styles include the non-leadership approach, what they referred to as Laissez-Faire. This approach demonstrated a lack of guidance, leadership, and support. Yukl (2006) described laissez-faire as a leader who demonstrates lack of concern about the responsibilities. Beyond the leadership styles mentioned by Burns (1978), Bass (1985), and then Bass and Avolio (1990, 2004), additional readings further provide more of a context to the various practices and applications of leadership styles, hence providing a more comprehensive understanding to leadership approaches.

Hersey, Blanchard, and Johnson (2001) described their theory of leadership as leaders taking a prescriptive approach by examine situations as a whole and then respond diagnostically according to follower needs. By applying situational leadership styles, successful leaders need to know when, what, how, why, and to whom to apply particular leadership theories into practice. In support of Situational Leadership and understanding the context of leadership, Dyer and Carothers (2000) asserted "Leaders, those who are intuitive, access previously compartmentalized, relevant, and important thoughts that have been stored in their mental filing system through environmental readings, files from past or thereof" (p. 2). Furthermore, Dyer and Carothers (2000), continued to enforce

their theory of an intuitive leader, "Effective leaders subconsciously access lessons learned from persons whom they admire or from actions that they respect" (p. 1). Without building relationships, the intuition to appropriately access and prescribe leadership actions to a situation is not possible. It could be inferred from this that respected coaches, directors, sponsors, or other mentors from one's experiences in extracurricular or co-curricular activities could afford quality relationships that provided experiences for learned leadership.

Numerous scholars continue to emphasize leadership skills can be learned and developed. Maxwell (2005) discussed *learned leaders* who develop different ways such as by seeing leadership modeled for them or by engaging in quality leadership learning opportunities. Maxwell (1998) argued developing leadership and skills takes time by engaging in purposeful daily learning activities over the course of a life. Jensen (2006) demonstrated through his research on the brain and how it impacts learning, human growth and learning is continually based on the quality of the social interactions and experiences. Many research studies are indicating many positive outcomes as being associated with extracurricular and co-curricular activities and are being referred to as youth development programs (Dworkin, Larson, & Hansen, 2003). Bass and Riggio (2006), well renowned researchers of transformational leadership, recently noted and recognized the importance to understand the root of leadership development and asserted youth development programs could play a huge role in leadership development.

Statement of the Problem

The problem to be investigated, is the possible, yet unexplained, relationship between extracurricular and co-curricular preparations and leadership. Interest in this research problem has stemmed from the researcher's background and training derived

from engagement in extracurricular and co-curricular activities throughout the researcher's life. Weiss and Wiese-Bjornstal (2009) asserted, "Many studies clearly indicate regular physical activity leads to important physical, social, psychological, and academic competencies and healthy outcomes among children and adolescents" (p. 5). Despite the positive developmental health outcomes, few studies have been located that have analyzed extracurricular and co-curricular engagement and its impact on leadership or styles of leadership associated with such involvement. With increasing demands on educational leaders, it is important to better understand how preparatory programs can help prepare leaders and enhance their leadership styles.

Purpose of the Study

According to Marzano et al. (2005), limited research has been done on specific behaviors of effective leaders. Bass and Riggio (2006) recognized the need to better understand the roots of leadership development. The purpose of this dissertation will be first to study the relationship between extracurricular and co-curricular preparations and the relationship to school leadership. This will help to better understand possible initial stages of leadership training, growth, and development. Secondly, it would be valuable for school districts to know what type of training, skills, or experiences are valuable to leaders and what skills are easily transferable into leadership. Finally, school leaders are faced with budget cuts and prioritizing how to provide learning opportunities for future leaders, students of today. This information may also serve to be valuable for informing decision-making processes when faced with the possibility of eliminating current student extracurricular and co-curricular programs.

Using the Multifactor Leadership Questionnaire (Bass & Avolio, 2004) and other demographic information of select leaders, the researcher will examine their participation

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in extracurricular activities prior to assuming their leadership roles within the school. The researcher aimed to examine specific leadership style based on extracurricular and co-curricular preparations and make comparisons of any relationships that may be evidenced or significant with current educational leaders.

Research Questions

Within the context of this study, the following research questions were addressed:

1. Using the Multifactor Leadership Questionnaire, what is the leadership profile of leaders based on extracurricular (sport) and co-curricular (academic) participation?

a. High Extracurricular –High Co-curricular

High-High represents the leaders studied were considered high in both their previous participation in extracurricular preparations through sports and high in their participation in co-curricular activities or non-sport involvement.

b. High Extracurricular –Low Co-curricular

High-Extracurricular represents the leaders studied participated in high levels of activities by engaging in sports prior to assuming a leadership role with low levels of engagement in co-curricular activities.

c. Low Extracurricular –High Co-curricular

Low Extracurricular/High-Co-curricular represents the leaders studied participated in high levels of co-curricular activities prior to assuming a leadership role and low levels of engagement in extracurricular activities such as sports.

d. Low Extracurricular –Low Co-curricular

Low-Low represents the leaders studied had little to no engagement in extracurricular activities, in sports, or in co-curricular activities prior to assuming a leadership role.

2. What is the relationship between leadership style (transformation, transactional, or laissez-faire) and the type of extracurricular leadership or co-curricular leadership? (Are there any patterns of relationships based on type of participation?)

    a. Extracurricular Involvement

        Extracurricular represents activities outside the regular curriculum or program of courses including all sporting/athletic activities available or physically involved programs.

    b. Co-curricular Involvement

        Co-curricular represents activities related but only complimentary to the official curriculum, as a civic or service activities outside the classroom.

3. Are there significant differences in leadership styles (transformational, transactional, and laissez-fair) between leaders based on extracurricular and co-curricular participation? The four groups being compared are:

    a. High Extracurricular –High Co-curricular

        High-High represents the leaders studied were considered high in both their previous participation in extracurricular preparations through sports and high in their participation in co-curricular activities or non-sport involvement.

    b. High Extracurricular –Low Co-curricular

High-Extracurricular represents the leaders studied participated in high

levels of activities by engaging in sports prior to assuming a leadership

role with low levels of engagement in co-curricular activities.

a. Low Extracurricular –High Co-curricular

Low Extracurricular/ High-Co-curricular represents the leaders studied

participated in low levels of engagement in extracurricular activities

such as sports and high levels of co-curricular engagement such as

academics.

high levels of co-curricular activities prior to assuming a leadership

role.

c. Low Extracurricular –Low Co-curricular

Low-Low represents the leaders studied had little to no engagement in

extracurricular activities, in sports, or in co-curricular activities prior

to assuming a leadership role.

Limitations, Assumptions, and Design Controls

All research and studies are bound by the limitations experienced by the

researcher. Information obtained, time restraints to conduct research, limitation of

resources and limitations with the sample size are all examples of variables that impact

research findings. Buttressed by Heppner and Heppner (2004), "All studies have

limitations, and these need to be acknowledged" (p. 340). This study is also impacted by

such limitations described.

When examining the sample, the researcher acknowledges this study consists of

sampling limitations. The sample size of the participants and the percentage of completed

survey responses affected the generalizability of the sample. Secondly, the job description

of the participants was limited to only educational leaders in public education and the demographic population of those surveyed was limited to those working in southwest Missouri. Heppner and Heppner (2004) asserted, "Limitations always exist about the extent to which you can generalize your findings; no matter how diverse a sample, it will by nature never be inclusive of everyone" (p. 340).

Another limitation of the study would be the assumptions or generalizations made by the researcher after analyzing the results of the study. Heppner and Heppner (2004) asserted, "Sometimes assumptions must be made in the investigation. An assumption is something that is thought to be fact but that may have limited evidence to support it" (p. 48).

Limits also exist within the use of instrumentation. The Multifactor Leadership Questionnaire (5x Short) version is limited because the researcher chose only to use the short form that was self-reporting form. Both instruments utilized self-reporting data which are biased based on the leader's own responses.

Definition of Key Terms

Extracurricular. Extracurricular represents activities outside the regular curriculum or program of courses including all sporting/athletic activities available or physically involved programs (extracurricular, n.d.).

Co-curricular. Co-curricular represents activities related but only complimentary to the official curriculum, as a civic or service activities outside the classroom. Examples of these activities are beyond sports such as academic-based activities like honor societies, music, band, and so forth (co-curricular, n.d.).

COC. COC is the Central Ozark Conference which represents the conference of administrators surveyed in this research.

High-High. High-High represents the leaders studied were considered high in both their previous participation in extracurricular preparations through sports and high in their participation in co-curricular activities or non-sport involvement.

High-Extracurricular/Low-Co-curricular. High-Extracurricular represents the leaders studied participated in high levels of activities by engaging in sports prior to assuming a leadership role with low levels of engagement in co-curricular activities.

High-Co-curricular/Low Extracurricular. High-Co-curricular/Low Extracurricular represents the leaders studied participated in high levels of co-curricular activities prior to assuming a leadership role and low levels of engagement in extracurricular activities such as sports.

*High-Performing Team-*1. a group of people with complementary skills who interact to achieve a common objective 2. A group of people committed to a common purpose, common performance goals, and an approach for which they hold themselves collectively responsible (Leading Teams, 2006).

Laissez-Faire Leadership. Laissez-Faire leadership style was described by Bolman and Deal (2003) as leading to "aimlessness and confusion" (p. 171). Bass (1998) referred to this as an avoidance style of leadership where leaders evade responsibility, authority, and decision-making processes.

Low-Low. Low-Low represents the leaders studied had little to no engagement in extracurricular activities, in sports, or in co-curricular activities prior to assuming a leadership role.

Team. "A team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals and approach for which they hold themselves mutually accountable" (Katzenbach & Smith, 1993b, p. 112).

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Multifactor Leadership Questionnaire Form 5X. Multifactor Leadership Questionnaire, also known as Multifactor Leadership Questionnaire, is a survey designed for analyzing leadership behaviors which range within three categories: transformational leadership, transactional leadership, and non-leadership (Bass & Avolio, 2000).

Transformational Leadership. Burns (1978) first summarized two types of leaders, one being transformational. He described transformational leadership as the ability to motivate followers to perform at higher levels than they thought they were capable of doing such as by transcending goals and though self-actualization instead of for simple exchanges.

Transactional Leadership. Transactional leadership was one of two types leaderships first described by Burns (1978) where a leader initiates a purposeful exchange between leader and follower for something of value. A transactional leader further described by Burns (1978) is where "leaders approach followers with an eye toward exchanging" (p. 4).

Summary

Chapter one provided an introduction to the study, presented the conceptual underpinnings for the study, provided the statement of the problem and research questions to be addressed. The limitations of the study and key terminology were also identified. Chapter two will provide the review of literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter will present a review of literature that explores the relationship between extracurricular preparations and educational leadership. This research will provide an understanding of the brain and how research shows it can be impacted by experiences such as sports and other extracurricular preparatory activities and programs. The research will explore types of extracurricular activities which are available in today's schools for students to become involved in and then present types of skills that can be learned by the participants through their involvement. A background of extracurricular activities for youth and then for students within higher education is then discussed as well as preparations and experiences that lead and connect to learned leadership skills. Finally, Transformational, Charismatic, Transactional, and Laissez-Faire leadership styles will then be presented through a summary in the review of literature.

Extracurricular Activities and the Brain

Dworkin et al. (2003) found little theory and research existed "on the developmental processes that occur during adolescents' participation in extracurricular and community based-activities" (p. 17). Despite this, however, they affirmed research is beginning to substantiate this claim. They argued youth activities such as extracurricular and community based-activities create context in which adolescents become producers of their own development (2003). Moreover, Dworkin et al. (2003) asserted, "For over a century proponents have argued that youth activities, such as sports, arts groups, and organizations, provide a rich context for positive development" (p. 17). Hence, it can be argued that greater levels of student participation and involvement in programs such as

athletics, band, Boy Scouts, Girl Scouts, National Honor Society, student government, forensics, debate, service learning projects, or other youth clubs and activities would bring about more quality experiences and opportunities to stimulate the mind and body physically, mentally, emotionally, and socially, hence leading to healthier children and healthier minds.

The learning gained through participation provides greater opportunities for one to develop knowledge, skills, and positive-minded attitudes, thus leading to greater opportunity for student connections to be made, experiences to learn from, social exchanges and interactions to build upon, and self-confidence/awareness building opportunities. Dworkin et al. (2003) indicated such experiences lead to adolescents who are more charged emotionally and cognitively and will be more involved in bringing about personal change. In another study aimed to examine how youth learned life skills through their involvement on a high school soccer team, the researchers observed little direct teaching of the life skills identified (which were initiative, respect, and teamwork/leadership. Tink, Mandigo, and Fox (2008) reported players generally were producers of their own experiences that supported the development of these skills.

Numerous studies cited by Dworkin et al. (2003) indicated how participation in youth activities provide examples of greater learning opportunities, which later would result in more meaningful and deeper levels of learning or make it easier to transfer new learning into long-term memory and permanent learning. Experiences gained from participation and involvement enable individuals to have more brain hooks and make connections from previous experiences. These connections then provide the necessary hook needed to convert the new learning into long-term learning and memory. The more

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active the individual through extracurricular preparations, the more developed their mind becomes, leading to more well-rounded individuals to harvest into future leaders.

Buttressed by Jensen (2006), it is "very clear that the human brain is highly experience-dependent. That means that the life you lead influences your brain – sometimes for the better. The research on this is over thirty years old…" (p. 11). To further support this, research shows taking harder college courses changes the brain more than taking easy ones (Jensen, 2006). Jensen (2006) also stated, "In short, the human brain is designed to interact with the world and make changes, depending on the quality of the interaction" (p. 12). If the interactions are positive and continuous, such as having life-long positive experiences in extracurricular activities, positive results would be a result. Contrary to this, if one experienced negative and intense interactions, such as in abusive or neglect situations, one would yield a different set of results.

Moreover, Jensen (2006) explained, people are susceptible to social influences and environmental factors and the effects on these experiences regulate gene expression positively and negatively. "In other words, our subjective experiences, our behavior, and social dynamics can and do modulate gene expression and vice versa" (Jensen, 2006, p. 17). In light of Jensen's research and findings, one could conclude positive experiences gained from involvement in extracurricular and co-curricular activities would alter the brain positively, thus molding an individual and their leadership capabilities and overall leadership potential. Jensen (2006) also asserted:

> Every infant's brain is highly malleable, highly complex structure with more than a trillion connections (known as synapses) already in place at birth. These connections ensure that the infant can eat, breathe, and respond to the environment. But they are not fixed; some will die from disuse and others will

flourish with constant usage. Our one hundred billion cells are awaiting the

wonders of life experience to decide whether to live, grow, or die. Brains will

produce new neurons, lose neurons, make connections, and lose other

connections, all based on our experience. (p. 12)

To expand further, Jensen (2006) suggested the relationship between students

growing up active as having a greater and more positive impact on school readiness.

"Many researchers believe that sensory-motor integration is fundamental to school

readiness" (Jensen, 2006, p. 164). Furthermore, Jensen (2006) avowed this relationship

between movement and learning continues throughout one's life. Recommendations from

the President's Council on Fitness and Sports stated all K-12 kids need at least 30

minutes per day of physical movement to stimulate the brain, and research supported this

claim. Finally, Jensen (2006) recited substantial research and evidence of scientifically

proven benefits that exercise has on individuals physically, mentally, emotionally and

socially.

Senge (1990) concurred, "Humans are designed for learning" (p. 7). Senge (1990)

further explained that people don't have to teach infants to perform tasks such as walking

or talking, mastering spatial relationships, or stacking blocks to keep them from toppling

down rather children naturally have the drive to explore and experiment. Additionally,

Senge (1990) continued in his research to declare, "People are born with intrinsic

motivation, self-esteem, dignity, curiosity to learn, joy in learning" (p. 7). Even though

Senge (1990) recognized human brains were designed for learning, he also recognized

how life experiences positively and negatively impact learning and can even have

damaging effects on individuals, hence impacting organizational learning. Consequently,

Senge (1990) emphasized, negative experiences begin to create forces of destruction

beginning with how we begin shaping humans beginning with experiences beginning in the toddler stage. Senge (1990) uses examples of children failing to win the prize in grade school for best Halloween costume, gold stars, and other similar recognitions occurring throughout one's schooling career. Furthermore, Senge (1990) declared, "Unfortunately, the primary institutions of our society are oriented predominately toward controlling rather than learning, rewarding individuals for performing for others rather than for cultivating their natural curiosity and impulse to learn" (p. 7).

In consideration of individuals and their brains being experience dependent and while trying to maintain a competitive edge in accelerating learning organizations, the notion of fostering and cultivating learning environments and organizations, according to Senge (1990) is critical for the future of leading such organizations. The ability and speed of an organization to be able to learn and bring about knowledge may be the key to leading. Senge (1990) stated, "The rate at which organizations learn may become the only sustainable source of competitive advantage…If anything, the need for understanding how organizations learn and accelerating that learning is greater today than ever before" (p. 7). As a result, engaged individuals with engaged minds could accelerate their own learning by being able to have a plethora of previous experiences to draw upon and connect to new learning. Hence, accelerated individual learning leads to accelerated communities of organizational learning.

In summary, both Jensen's (2006) research on the brain being experience-driven and Senge's (1990) literature on the importance of individual learning and its impact, learning organizations can provide further underpinnings to support arguments that the more active one becomes in extracurricular and preparatory activities the better equipped one will become. In light of this research, other logical conclusions could be made.

Engagement in extracurricular and co-curricular activities benefit the participant by providing rich and engaging experiences resulting in positive affects to their cognitive, social, and emotional well-being, which all impact leadership capabilities, future learning, development and potential. Reinforced by Jensen (2006), "If interactions are positive and sustained, you'll get one set of changes. If the interactions are negative and intense, you'll get a different set of changes. We change based on our life experiences" (p.12).

Youth Athletic Opportunities

Barnett and Weber (2008) asserted there is a wealth of research which has documented the positive effects of extracurricular recreational involvement on pre- and adolescent functioning as well as deterring negative effects of dropping out of school or becoming involved in self-harming practices. Barnett and Weber (2008) studied perceived benefits of children participating in different types of recreational activities. Their results showed the vast majority of mothers whose children participated in recreational activities believed there were significant positive benefits related to the development of character attributes, both in terms of self and in how one treats others. Mothers attributed their children's learned experiences as a result of participation in various types of recreational activities including individual sports, team sports, performing, and community involvement (Barnett & Weber, 2008).

Concurring with this, Reeves (2008) also asserted various researchers have noted a strong association between student involvement in extracurricular activities and improved attendance, behavior, and academic performance. Reeves (2008) admitted his findings did not address the chicken-and-egg question of whether involvement in extracurricular activities actually improves outcomes for individual students or the better

students simply tend to be the ones who get involved in more extracurricular activities. Despite this, "One high school's concerted effort to increase extracurricular offerings and participation can contribute to school-wide academic improvement" (Reeves, 2008, p. 86).

Based on one school's concentrated effort to increase levels of extracurricular activities among their student populations, Reeves (2008) found achievement levels went up, discipline levels went down, incidents involving fights went down, graduation rates went up to a ten year high, students taking advanced placement exams doubled, even as the percentages of low-income students increased. As a result of data and research, Reeves (2008) claimed student engagement in extracurricular activities can lead to a potential of substantial growth. Reeves also asserted (2008), "In fact, we can make a strong case that the positive peer and adult relationships, organization, discipline, expectations, and other positive influences associated with extracurricular activities are likely to improve performance" (p. 87).

In a similar study that compared the relationship between extracurricular activities and sense of school belonging among Hispanic students, the themes that emerged revealed involvement in extracurricular activities promoted bonding, interconnections, and positive emotional experiences for students (Farrell, 2008). As manifested through the study, extracurricular activities helped create an internal culture for these students to become associated with, which lead to students feeling a sense of belonging which encouraged positive student outcomes (Farrell, 2008).

Youth athletic opportunities continue to provide many leadership development opportunities for student athletes. Activities can range from student youth sport programs, community fine art programs, recreational leagues, Boy Scouts, Girl Scouts, co-curricular

activities, or other youth involvement programs. Many skills needed to be successful leaders of organizations parallel or are comparable of those learned in participation of youth activities.

Both student athletes and organizational leaders have to work with teammates to be committed to achieve a common vision, establish a common purpose, set team goals, and then to execute their charge. According to researchers of organizational leadership, these are all important components necessary for effective leadership (Katzenbach & Smith, 1993a; Lencioni, 2002; Yukl, 2006). Consequently, the transference of the important skills from athletics and/or other youth activities to leadership behavior is one that would be a natural tendency for any organizational leader who has previously participated in developmental programs such as sports or other co-curricular activities.

Despite what some consider being a commonsense approach to integrating teaming components into leadership, Katzenbach and Smith (1993b) found otherwise when they wrote what they called their commonsense findings of teams. They mentioned:

> People simply do not apply what they already know about teams in a disciplined way, and thereby miss the team performance potential before them. Common sense, for example, suggests that teams cannot succeed without a shared purpose; yet more teams than not in most organizations remain unclear as a team about what they want to accomplish and why. (p. 2)

A logical conclusion from this is it would be a common practice for organizational leaders to engage in these common sense practices if they too had practiced this repetitively in their youth preparatory programs such as athletics and other co-curricular activities.

Katzenbach and Smith (1993b) also explored what they knew as common sense of teams and examined why it is so difficult for some to apply these concepts when leading organizations. The common sense topics arrived from what they referred to as the wisdom of teams and included the following:

1. A demanding performance challenge tends to create a team.

2. The disciplined application of team basics is often overlooked (Things such as size, purpose, goals, skills, approach, and accountability).

3. Team performance opportunities exist in all parts of the organization.

4. Teams at the top are most difficult (complexities of long-term challenges, heavy demands on executive time, and ingrained individualism of senior people conspire against teams at the top).

5. Most organizations intrinsically prefer individual over group (team) accountability. (p. 3)

In the final chapter of their book, Katzenbach and Smith (1993b) focused on calling the readers to action by challenging them to utilize and apply their findings from the wisdom found in teams to help organizational leaders create an even higher level of performance. Katzenbach and Smith (1993b) recognized, that despite their research findings, which included some rational and compelling arguments against their use of teaming in leadership development, they still argued they are "not dissuaded from our basic contention: most of the objections to pursuing the use of teams do not offset the advantages they offer" (p. 263). They challenged, and even urged their readers to see for themselves that teams can make a significant difference in organizational performance and therefore was important for understanding and applying leadership strategies.

As a result, Katzenbach and Smith (1993b) urged readers, "Do not challenge yourself to be more team-like. Instead, initiate open-ended discussions about performance and purpose that can turn you into a team. Re-examine goals of the group: are they clear, specific, measurable, and performance-focused…" (Katzenbach & Smith, 1993b, p. 264). In light of this, individuals can relate common sense application of working with and among teams to leadership practices. Furthermore, Katzenbach and Smith (1993b) summarize the importance of paying attention to skills and attitudes of those in the group. They shared the importance of focusing on possible skill deficiencies and how the group can give them focus on time, support and other ways to help members develop the skills that will better help them contribute to team performance. Another important component Katzenbach and Smith (1993) mentioned included for the leader to go the extra lengths to "celebrate the victories of the teams in your organization" (p. 265).

People, who have participated in athletics, extracurricular, or co-curricular activities involving teams, have likely been engaged in leadership opportunities which involved both team building and team-development experiences and have likely had leadership modeled for them throughout their engagement. Likewise, Maxwell (1993) referred to such leaders as *leading leaders*. These types of leaders have developed because they are born with leadership qualities, have seen leadership modeled for them throughout their life, have learned added leadership skills through training, and have had self-discipline to become great leaders, indicating that three of the four are leadership qualities were acquired.

Maxwell (1993) also referred to what he called the Learned Leader, one that has seen leadership modeled most of their life, has learned leadership through training, and has had self-discipline to be a great leader, indicating all three qualities were acquired.

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Another type of leader Maxwell (1993) referred to is what he called the Latent Leader which would be a leader who recently saw leadership modeled and is learning to be a leader through training and has self-discipline to become a good leader. Again, this indicates all three of these qualities are acquired.

Leadership engagement and exposure opportunities through involvement in teams or other co-curricular activities are applicable and transferable to organizational leadership. Kinlaw (1993) spent numerous years studying, researching, and writing about teams and their performance and how his work on teams affects managing performance. Kinlaw (1993) included a model for superior teams which grew out of his five-year study on teams and their performance; he then wrote a second book on continuous improvement and measurement for total quality which provided a rationale for team-centered continuous improvement processes. His first two books dealt with the total development and work of teams, but his next book focused on a specific aspect of the life and work of teams along with a focus on their team meetings.

Because of the importance of team building, Kinlaw (1993) later focused on aspects of team building and development which can be applicable both in organizational leadership as well as in the sports arena. He focused on short and long term strategies needed to improve team performance which included areas such as mending interpersonal problems, being concerned with resources, structures, and long-term team processes, and creating opportunities for continued improvement. To summarize, strategies and skills for enhancing team performance can be taught, learned, and then applied into leadership behaviors (Kinlaw, 1993).

According to Extejt and Smith (2009), the idea of leadership being teachable has received considerable attention in both the academic and practitioner arenas. Extejt &

Smith (2009) acknowledged the argument of organized athletic team participation provides students with experiential opportunities that develop leadership. The purpose of their study was to investigate the relationship between organized sports team participation and leadership skills. Despite their many readings or researching providing many arguments of organized athletic teams offering leadership and life skills, their research found no systematic association between the number of seasons of sports team participation and the level of any particular leadership skill (Extejt & Smith, 2009). Consequently, their findings cautioned individuals making personnel decisions against using past behaviors of involvement as any indicator or leadership skills (Extejt & Smith, 2009).

Contrary to their findings, Weiss and Wiese-Bjornstal (2009) found many positive benefits associated with physical activity contexts. They defined the contexts they examined to include organized sport activities, including school physical education, recreational activities, motor skill development programs, dance, recess, and other active transport activities. Weiss and Wiese-Bjornstal (2009) found many positive outcomes associated with these youth development programs and referred to the benefits gained as external and internal assets. Additionally, Weiss and Wiese-Bjornstal (2009) emphasized effective youth development programs provide personal and life skills development, positive adult, peer, and community relationships, and provide a psychological climate focused on learning, master, and autonomy support. They further explained the assets gained by defining life skills through three main components which included acquisition of interpersonal, self-management, and goal setting skills. Within the first component of life skills gained, Weiss and Wiese-Bjornstal (2009) asserted positive physical, social, and psychological outcomes were associated with engagement in activities which also

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included social and emotional qualities and behavioral characteristics. More specifically, skills gained included motor skills, physical fitness, character traits such as respect and integrity, learned empathy responsibility, initiative, and perseverance. Weiss and Wiese-Bjornstal (2009) generalized these skills would transfer to school, family, community, and job settings. The second and third component appeared to be intertwined as specific gained skills associated with positive relations developed with parents, coaches, teachers, or other significant role-models who were responsible for ensuring students gained the positive development outcomes in maximized learning climates.

Higher Education Student Leadership Programs

In a publication that was an accumulation of four years of work on the part of a task force on leadership, sponsored by the American College of Personnel Association Commission, Roberts (1981) recognized the importance of student leadership opportunities at the higher education level as he addressed "Students, their Activities and their Community" (p. 3). Roberts (1981) acknowledged the value of numerous student leadership opportunities at the higher education level as they served as developing young individuals. Roberts (1981) also asserted, "Student leadership programs are thought of as quality efforts and a tribute to innovation in student personnel programs" (p. 3).

Additionally, Roberts (1981) stated, "Leadership programs in higher education have the potential to make contributions toward the attainment of this goal of shared social responsibility by preparing persons who are able to share the leadership" (p. 4). Furthermore, Roberts (1981) argued programs in higher education are designed deliberately to bring about many student growth and learning opportunities. He avowed student leadership programs have multiple intentional purposes of designing student

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offerings that "enhance student leadership potential through training, education, and development" (p. 4).

Even though in Robert's (1981) final chapters of his book he shifts focus on how to effectively evaluate leadership program efforts in the higher education arena and how to more specifically address developmental needs of such leadership programs, he concluded: "Through more precise, fully planned and prescriptive approaches can the developmental potential of students be attained" (p. 5). It is through this conclusion the reader can infer from the four years of research in which Roberts was involved in with the Leadership Task Force that the research group acknowledged the many benefits of student programs in higher education as they serve as personnel development programs.

Some examples of higher education leadership trainings cited by Roberts (1981) included the typical credit and non-credit courses that teach leadership, but he also mentioned where other offerings to further develop individuals included seminars, workshops, retreats, consultation with student leaders, and student directed leadership programs which may offer possibilities for emerging leaders. Furthermore, it was evidence through his writings he believed, "The philosophical conception of the aims of higher education emphasizes the role of institutions in democratizing society through an educational process which allows individuals to become all they are capable of being" (Roberts, 1981, p. 8).

Additionally, Roberts (1981) referred to programs which came about in later years that supplemented developmental youth programs that included things such as debate, oratory, and dramatics as being primarily noted as "co-curricular activities which provided avenues for leadership growth in these early years of American higher education" along with other efforts to promoting student self-governance (p. 8). In much

later years, the paradigm shift was to view students and treat them more as young adults, bringing about a divergence in academic and co-curricular life with institutions recognizing some of their responsibility in supporting such programs. This shift brought about "newly acquired independence, students participated extensively in clubs, fraternities, publications, various forms of student government, and intercollegiate athletic programs. Leadership opportunities abounded, and they have continued to grow through the years" (Roberts, 1981, p. 9).

As students engage in leadership and learning opportunities, students begin to assume a personal point of view (Roberts, 1981). Based on this premise, Roberts (1981) summarized his own reading and research from his readings of many scholars who focused their ideas on proactive and reactive points of view. According to Roberts' (1981) viewpoint, after his four years engaged in the research previously described, he saw people as having the "proactive model characterizing individuals as developmental beings in the process of becoming" (p. 9). Roberts (1981) also asserted, "Moreover, they (referring to students) can modify their behavior in the direction of increased self-responsibility and maturity. Leadership programs in higher education are designed to develop proactive persons" (p. 10).

Leadership and Extracurricular Background

Maxwell (2005) asserted that leadership can be learned through motivation and purposeful training, and that only a few leadership skills are instinctive in nature. In light of this philosophy, there are numerous studies now concentrating on youth development programs as they focus on developing leadership skills through a variety of pathways including athletics, civic, multi-cultural, extracurricular, and other co-curricular programs or other experiential, learning opportunities. The following section will explore some of

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the research as it relates specifically to relationship between leadership and coaches, as well as leadership skills which could be learned through student engagement in co-curricular or teaming opportunities through sport.

Coaches as Leaders

There is little research which has explored the leader behaviors that facilitate effective coaching while most efforts to apply such theory to sport has produced minimal results (Armstrong, 2001). Despite this, coaches, directors, or club sponsors are required to inspire and lead team/club visions, goals, and bring about a shared mission and vision within the club/team. They do this to obtain participant buy-in, which is necessary to bring about team unity, hence utilizing transformational characteristics in their approach. Armstrong (2001) also asserted coaches who display transformational leadership styles perceive their athletes as competent individuals who can make positive contributions. Furthermore, such coaches treat the athletes with respect and encourage them to develop their own leadership (Armstrong, 2001).

According to Yukl (2006):

Transformational leaders make followers more aware of the importance and values of the work and induce followers to transcend self-interest for the sake of the organization. The leaders provide support and encouragement when necessary to maintain enthusiasm and effort in the face of obstacles, difficulties, and fatigue. As a result of this influence, followers feel trust and respect toward the leader, and they are motivated to do more than they originally expected to do. (p. 278)

Just as in leadership, involvement in extracurricular activities fosters these behaviors as well, bringing about mutual respect. Similar to leadership, depending on the readiness levels of the subordinates, leadership approaches may look different depending on the

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specific circumstances. Generally, a coach would need to understand the various dynamics of the coaching situation to effectively respond and coach a team; the leader would need to understand the various dynamics of the leadership role to respond appropriately to the needs of the followers. As indicated by Weiss and Wiese-Bjornstal (2009), in the physical activity contexts, significant adult role models make a difference in the quality of youths' experiences and personal skill development. Weiss and Wiese-Bjornstal (2009) asserted studies consistently showed, "Coaches and teachers who provide greater frequency of behavior-contingent praise and informational feedback, coupled with low punitive responses, are associated with participants who report higher self-esteem, perceived competence, enjoyment, and self-determined motivation, and continued physical activity participation" (p. 3).

When referring to coaches in an athletic program, one would lead and respond utilizing multiple approaches as they understand the multifaceted situation. For example, one example might be a coach who entered into a program to start up and lead a team that was just put into place for the first year. A coach would have to recruit players and actually teach them the foundational skills to participate, build teamwork, and trust among the players by building a program from the ground up implementing various levels of play, making area contacts with media, networking with community members and fans to support and endorse the program to obtain community support. Consequently, like coaches, a leader needs to analyze situations and make decisions using a variety of lenses, as described by Bolman and Deal (2003), and be able to think about leading organizations using metaphors, as described by Morgan (1997). Coaches would need to know and understand their players well to respond appropriately to players' needs. In support of this, Weiss and Wiese-Bjornstal (2009) stated under their framework for best-

practices to bring about positive youth development, "Coaches and teachers who engage in autonomy-supportive behaviors (e.g., allow participant choices, share decision-making, receptive to input) facilitate positive psychological and behavior outcomes" (p. 3). These coaching approaches lend themselves to align with transformational leadership styles. Leadership practices which would be modeled for and experienced by youth engaged in extracurricular or co-curricular activities and would be considered quality and maximized learning experiences (Weiss & Wiese-Bjornstal, 2009).

Maxwell (2005) could not have said it better when he stated, "Leadership requires the ability to do many things well. To use a sports analogy, it's less like trying to win a single race and more like trying to compete in the decathlon" (p. 44). Besides doing many things well, leadership is complex based on many variables. Dependent on the life-stage of an organization or the maturity and skill level of a select team, the expertise of the staff and the trust level between the leader and the follower, different leadership styles may be necessary. Leaders lead differently depending on their staff members' expertise levels; different styles and approaches of leadership become necessary to be effective and will need to be applied in an individual way. The same interaction between coach and players, leaders and followers, or teachers to student, the leader should differentiate based on the needs of the followers. This idea for coach or leadership is the same skill that is transferred in the classroom between teacher and student. Research indicated best practices of teachers that differentiate their lessons in the classroom for the various needs of their students, based on their readiness, learning profiles, and interests (Tomlinson & Eidson, 2003). Similar behaviors are needed for leadership.

Coaches know and understand that participants in sport are understandably at various skill levels and have a multitude of responsive coaching styles. In coaching on an

athletic field, one would lead by way of individualized approaches depending on various participant skill levels, personalities, or game scenarios. Within other extracurricular clubs or activities, a sponsor or leader would instruct a group of individuals differently as well, according to varying needs, individual levels, and individual personalities.

Leaders need to differentiate their leadership style for their followers. Whether in coaching sports, clubs, leading bands, orchestras, or organizations, Hersey et al. (2001) concluded, "The importance of a leader's diagnostic ability cannot be overemphasized…yet even with good diagnostic skills, leaders may still not be effective unless they can adapt their leadership style to meet the demands of their environment" (p. 188). In extracurricular involvement, individuals learn to analyze the opponent and defensive and offensive strategies used, look for areas of weakness to attack, and coaches or team captains learn to recognize how to use individual players in positions that emphasize personal strengths.

Buttressed by Maxwell (1998) using an athletic analogy, "A leader has to read the situation and know instinctively what play to call" (p. 78). Whether in sports or in leadership, one needs to be able to read the situation, diagnose the situation, and respond with the appropriate actions. Subsequently, Maxwell (1998) declared, "Natural ability and learned skills create an informed intuition that makes leadership issues jump out at leaders" (p. 82).

Furthermore, not only are leaders readers of people, Maxwell (1998) described how leaders read their situation, read trends, read their resources, read people, and read themselves. In further support of this, Covey (1989) emphasized one habit of a highly effective person is to use empathic communication that includes using active and

reflective listening with people. Covey (1989) exclaimed a mark of any true professional is to "diagnose before you prescribe" (p. 243).

In extracurricular situations, coaches, band directors, and club sponsors must be able to know different skill levels of their respective players in order to coach, lead, or instruct specific skills. Hersey et al. (2001) asserted, "According to Situational Leadership, there is no one best way to influence people. Which leadership style a person should use with individuals or groups depends on the readiness level of the people the leader is attempting to influence" (p. 190). An effective leader will be able to build relations with the followers, use intuition, and effective communication to diagnose the situation and respond appropriately. In light of Hersey, et al. (2001), and in accordance to the old saying, the phrase can be applied to an individualized leadership approach, different strokes for different folks. These skills needed by today's educational leaders are used and learned daily through participation in extracurricular programs (Weiss & Wiese-Bjornstal, 2009).

When leading followers, whether in educational leadership or through involvement in extracurricular activities, there is an old saying, "actions speak louder than words." In the opinion of Yukl (2006), when discussing transformational and charismatic leadership styles, "one way a leader can influence subordinate commitment is by setting an example of exemplary behavior in day-to-day interactions with subordinates" (p. 276). Yukl (2006) also announced, "The values espoused by a leader should be demonstrated in his or her daily behavior, and it must be done consistently, not just when convenient" (p. 277).

Teaming

Consistent themes embedded in leadership studies include the concept of team-building. Organizational leadership, similar to developing teams in extracurricular or co-curricular activities, both require groups of people to work together as a team to fulfill a common mission, vision, or task. When managing teams of people, conflict and confrontation are huge tasks of an educational leader as they deal in many diverse situations with diverse populations. Yukl (2006) asserted:

> Diversity can take many forms, including differences in race, ethnic identity, age, gender, education, socioeconomic level, and sexual orientation…Diversity can also result in more distrust and conflict, lower satisfaction, and higher turnover rates. Thus, managing diversity is an important responsibility of leaders in the twenty-first century. (p. 435)

Using teaming components to manage people is one of the ways to effectively and proactively address diversity faced in educational leadership. Asserted by Hackman and Johnson (2000), it is important for leaders to effectively lead groups and teams. Specific sizes of teams and groups play a critical role as leaders work to bring about things such as common purpose, interdependence between the team, mutual influence, and face-to-face communication.

Lencioni (2002) focused on the context of building a team in his book and leadership development tools, particularly through his developed framework, identified as the "five dysfunctions of a team" (p. 42). Consequently, Lencioni (2002) addressed five critical components of leading teams to avoid team dysfunction. To build cohesion among team members, leaders should build trust and confidence among team members, manage conflict and confrontation, bring about team commitment as it applies to purpose,

common goals and the team mission, attain team accountability, and devote attention to results.

Reinforced by Katzenbach and Smith (1993b) is the importance of teaming by establishing a common goal, vision, and establishing interdependence among team members. As in participating in or leading extracurricular activities, using teaming strategies is equally important for educational leaders to use when managing people. Taking a different approach with leadership or organizations, Bruffee (1999) focused his manuscript on the collaborative learning environment and how it affects higher education, interdependence, and the authority of knowledge. Even though his book did not focus on team building directly, his point of developing a common language can be effortlessly applied to teaming and leading organizations. His concept of establishing a common language can be easily transferred and utilized when developing high performing teams.

Bruffee (1999) described common language as involving the participants into a "collaborative process of acculturation" (p. 8). In order for such a process to occur, students first must learn to vest authority and trust in members in their transition group, then the whole group, and finally in themselves (Bruffee, 1999). Again, trust in relationships becomes an important factor in teams, regardless of whether or not they are extracurricular teams, co-curricular teams, or leadership teams of an organization. Through this trust and acculturation process as discussed by Bruffee (1999), the most powerful force was the influence the participants had on each other as they dialogued to become their own community with their own language.

The purpose of Katzenbach and Smith (1993b) was to "differentiate various levels of team performance, where and how it works best, and what top management can do to

enhance their effectiveness" (p. 111). As Katzenbach and Smith (1993b) focused on teaming, they determined six "team basics" (p. xvii), that were required in order for teams to perform. Those six basics included the size of the team, skills required for team success, common purpose, common set of specific performance goals, and commonly agreed upon working approach (Katzenbach & Smith, 1993b).

While Bruffee (1999) suggested conversation with one's peers is critical to establish learning within a group or team of people, Markova (1996) stated one must first know and understand oneself. Katzenbach and Smith (1993b) and Lencioni (2002) stressed the importance of building a team by spending time together and getting to know one another. Katzenbach and Smith (1993b) also stressed high performing teams are united by becoming "inseparable" to one another and then went on to expound the essence of a team is common commitment (p. 112). Furthermore, Lencioni (2002) clarified, "In essence, teammates must get comfortable being vulnerable with one another" (p. 195).

The approach taken by Lencioni (2002) somewhat differs from Markova (1996) in the resources they provide with their literature. Lencioni provided team-building activities in order to better understand team members' personality and behavioral profiles while Markova provided inventories and charts to recognize one's own thinking pattern and natural intelligences. Both tools are to be used to gain additional knowledge to enhance leadership and teaming that in turn will result in fewer barriers among team members within organizations.

A common obstacle to building teams as being described between both Bruffee (1999) and Lencioni (2002) is the lack of trust. Bruffee addressed the issue as "risky business" (p. 5), while Lencioni declared it is impossible to establish teams with an

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absence of trust. Katzenbach and Smith (1993b) mentioned trust as an obstacle when they

asserted, "Members may have to overcome a natural reluctance to trust their fate in

others" (p. 118) in order to build team performance. Consequently, Maxwell (2002)

argued, "Relationships are the glue that holds team members together" (p. 110). Just as in

extracurricular activities, with leadership "you cannot build a great team without great

players…when it comes to having good people on a team, you really have only two

choices: train them or trade for them" (Maxwell, 2002a, p. xi).

Lencioni (2002) summarized, "In the context of building a team, trust is the

confidence among team members that their peers' intentions are good, and that there is no

reason to be protective or careful around the group" (p. 202). As relationships become

closer and more trusting, teammates in sporting activities or co-curricular activities also

grow closer together. Despite this, Lencioni (2002) also asserted, "All great relationships,

the ones that last over time, require productive conflict in order to grow" (p. 202).

Another skill utilized by effective leaders which may be taken from the research is

how they teach or foster "knowledge conversion" through a "social process" as described

by (Nonaka & Takeuchi, 1995, p. 61). This knowledge conversion leads to transformation

within organizations. Bass (1985, 1998) described transformational leadership as a leader

who motivates followers by making them more aware of the importance of task

outcomes, bringing followers to transcend their own self-interest for the overall well

being of the organization or team.   Organizations that encourage collaboration and

teamwork cultivate environments for success. Hackman and Johnson (2000) explained,

"Cooperation and teamwork are essential to allow teams to function smoothly…Trust is

the key ingredient in teamwork. An open, honest environment in which team members

trust and respect one another promotes collaboration" (p. 213). This idea is buttressed by

Merriam (1998) when discussing context-based adult learning, "Learning is an everyday event that is social in nature because it occurs with other people" (p. 44). Because of these findings, collaboration and teamwork are essential for educational leaders as they work to build open, honest, and trusting communication among staff members.

In an article on leadership in groups and teams, Hackman and Johnson (2000) asserted key fundamentals of team interaction include communication as being an essential characteristic of the group. Besides just communication, they mention the importance of a common purpose or goal, having interdependence among members of the group or team, having mutual influence, face-to-face communication, and also mention specific size of team being an amount of three to twenty people. All of these characteristics would likely be observed as findings within the organizations and leaders to be studied. Educational leaders would be wise to implement factors into their organizations to create strong communication, which cultivates collaboration, common purpose, mutual influence, and interdependence. Building strong relationships will allow educational leaders to obtain the buy-in necessary to lead in setting goals, vision, and mission with their staff as supported by Katzenbach and Smith (1993b) and Lencioni (2002).

In summary, based on the review of literature of leadership as it relates to coaches as leadership and teaming aspects, there are many connections between leadership and extracurricular/co-curricular activities. Coaches are in leadership positions similar to leaders of organizations. Armstrong (2001) discussed how coaches who display transformation leadership style characteristics create positive environments which foster mutual respect and encouragement. Maxwell (2002a) made several ties to leadership utilizing athletic metaphors. As discussed by Hersey et al. (2001) leaders should take

diagnostic and prescriptive approaches to lead individuals based on follower needs. Likewise, coaches would naturally differentiate their leadership and coaching techniques according to player needs.

There is a wealth of literature which emphasized teaming as being an essential component to best practices of leadership. Yukl (2006), Lencioni (2002), and then Hackman and Johnson (2000) are a few of the researches who focused on the context of building teams within organizational leadership. Furthermore, researchers like Katzenbach and Smith (1993a) also reinforced teaming aspects in leadership which are common practices found in the athletic arena. Finally, Merriam (2001), and Hackman and Johnson (2000) asserted key fundamentals of context-base adult learning involved creating learning environments where social interactions are a natural part of everyday leadership practices. These practices are given commonalities in extracurricular and co-curricular activates.

Leadership Styles

Schlechty (2002) asserted "the primary function of a leader is to inspire others to do things they might otherwise not do and encourage others to go in directions they might not otherwise pursue" (p. xx). Regardless of the style, the research on leadership indicates approaches focus on influencing and inspiring others. Prominent theories of leadership have proven effective for guiding the practices of educational leaders today. A review of the literature related to these theories will provide a foundation of understanding of the analysis of the research. Foundational theories of transformational, charismatic, transactional, and laissez-faire styles of leadership will all be presented in this research.

Transformational Leadership

As indicated by Yukl (2006), transformational leadership "appears to be inspiring follower commitment to shared objectives, increasing social identification, and developing follower skills and collective efficacy" (p. 271). Within this section of transformational leadership, the researcher will provide the background and history of transformational leadership, components of transformational leadership, essence of this style of leadership, and explore the relationship between transformational and charismatic leaders.

History of Transformational Leadership. Historically, Burns (1978) discovered "One of the most serious failures in the study of leadership has been the bifurcation between the literature on leadership and the literature on followership" (p. 3). Burns (1978) also originated "Leadership approaches tend often unconsciously to be elitists; it projects heroic figures against the shadowy background of drab, powerless masses. The followership approach tends to be populistic or anti-elitist in ideology" (p. 3). It was further argued by Burns (1978) it was time to mesh these two platforms together in his study of leadership by bringing together both roles of leader and follower by uniting them conceptually. Burns (1978) set out to deal with leadership "as distinct from mere-power-holding and as the opposite of brute power" by identifying two basic types of leadership, transactional and transforming (p. 4).

Burns (1978) declared the relationship between most followers and leaders was transactional in nature. Meaning, leaders and followers relate and respond through mutual exchanges. Burns (1978) also announced "Leaders approach followers with an eye to exchange one thing from another: jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of the relationships among leaders and followers,

especially in groups, legislatures, and parties" (p. 4). Beyond simple exchanges however, Burns (1978) specified another type of leader:

>The transforming leaders look for potential motives in followers, seek to satisfy higher needs, and engage the full person of the follower" resulting in a "relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. (p. 4)

Transforming leadership effects both the leader and the follower, raises one another's level of motivation and morality, leaves both leader and follower with a related and connected purpose, and therefore the leader and follower become fused together (Burns, 1978). Burns (1978) shared "I define leaders inducing followers to act for certain goals that represent the values and the motivations-the wants and needs, the aspirations and expectations-of both followers and leaders" (p. 19). As a result, Burns (1978) stated the genius of leadership is found by observing self-iniated leadership behavior and by how well the leaders respond to follower values and motivations. Later, Bass (1985) reinforced Burns' theories and called for a paradigm shift to be in order when discussing leadership styles. Similar to Burns, Bass (1985) asserted, "To achieve follower performance beyond the ordinary limits, leadership must be transformational. Followers' attitudes, beliefs, motives, and confidence need to be transformed from a lower to a higher plane of arousal and maturity" (Bass, 1985, p. xiii).

According to Burns (1985), in his summary for a model of transformational leadership, he saw "the transformational leader as one who motivates us to do more than we originally expected to do. This original performance expectation is based on our original level of confidence in reaching desired, designated outcomes by means of our performance" (p. 20).

In support of this, Marzano et al. (2005) asserted "transformational leadership style as being the favored style of leadership given that it assumed to produce results beyond expectations" (p. 4). Basically, Bass (1985) agreed with Burns (1978) about how to achieve such transformations in leadership; however, he did differ in his theory in three respects.

First, Bass (1985) "added the expansion of the followers' portfolio of needs and wants" (p. 20). Secondly, according to Bass (1985), Burns "put emphasis on whether society ultimately benefits from the leaders' actions" while he "put the emphasis on the observed change in the followers and argue that the same dynamics of the leaders' behavior can be of short- or long-term benefit or cost to the followers" (p. 21). Bass (1985) also accentuated, "For the purposes of analysis, that what matters is that the followers' attitudes and behavior were transformed by the leader's performance" (p. 21). Then, Bass (1985) acknowledged transformational leadership does not necessarily have to be beneficial to the leader. Lastly, his final area of differing with Burns (1978) was that Bass (1985) saw transformational leadership in a different perspective than Burns.

Transformational leadership was seen by Burns (1978) at the opposite end of the spectrum in comparison to transactional leadership (Bass, 1985). On the contrary, Bass (1985) found "Leaders will exhibit a variety of patterns of transformational and transactional leadership" (p. 22) both theoretically and empirically. Current scholars of leadership support these earlier notions of leadership as described by both Bass (1985) and Burns (1978). Yukl (2006) confirmed transformational leaders do more to empower followers through things such as delegating, teaching follower skills, self-confidence, and building a strong culture within the organization. Consequently, Yukl (2006) supported,

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"with transformational leadership, the followers feel trust, admiration, loyalty, and respect toward the leader" (p. 262).

   Components of Transformational Leadership. The original theories of transformational leadership, as proposed by Bass (1985), included both an emotional component of leadership along with an individualizing and intellectualizing component. The emotional component encompassed charisma and inspirational leadership while the individualizing and intellectualizing component incorporated the individualized consideration and intellectual stimulate that the leaders had on the followers. As theories of transformational leadership continued to take shape over the decades and to be expanded upon, the theory was later revised to include much more than just mutual interactions or conformity.

   Bass and Riggio (2006) theoretically viewed leadership as being charismatic with the leader who leads by example, leaving followers to want to imitate the leader. Bass and Riggio (2006) asserted "The leadership inspires followers with challenge and persuasion, providing both meaning and understanding. The leadership is intellectually stimulating, expanding the followers' use of their abilities. Finally, the leadership is individually considerate, providing the follower with support, mentoring, and coaching" (p. 5).

   According to Bass and Riggio (2006), "Transformational leaders do more with colleagues and followers than set up simple exchanges or agreements. They behave in ways to achieve superior results by employing one or more of the four components of transformational leadership" (p. 5). Bass and Riggio (2006) referred to these four leadership components as the four I's of leadership behavior. The four I's included idealized influence, intellectual stimulation, inspirational motivation, and individualized

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consideration. Bass and Riggio (2006) described "Each of these components can be measured with the Multifactor Leadership Questionnaire derived from factor analytic studies beginning with Bass (1985) (p.5).

Idealized influence. Bass and Avolio (1994) describe idealized influence as a way leaders behave that results in the leader becoming a role model for the followers. "The leaders are admired, respected, and trusted" which brings about followers who will "identify with the leaders and want to emulate them" (Bass & Avolio, 1994, p. 3). Leaders who are seen as having idealized influence "can be counted on for doing the right thing, demonstrating high standards of ethical and moral conduct" (Bass & Riggio, 2006, p. 6).

Intellectual Stimulation. "Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situation in new ways" (Bass & Riggio, 2006, p. 7). According to Bass and Avolio (1994), creativity is encouraged and new ideas are solicited.

Individualized Consideration. Paying special attention to follower needs to help them develop and grow as a coach or mentor is another behavior of transformational leadership (Bass & Avolio, 1994). According to Yukl (2006), "Individualized consideration includes providing support, encouragement, and coaching to followers" (p. 262).

Inspirational Motivation. Bass and Avolio (1994) defined inspirational motivation as another leader behavior within transformational leadership:

> Transformational leaders behave in ways that motivate and inspire those around
> them by providing meaning and challenge to their followers' work. Team spirit is
> aroused. Enthusiasm and optimism are displayed. The leader gets followers

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involved in envisioning attractive future states. The leader creates clearly

communicated expectations that followers want to meet and also demonstrates

commitment to goals and the shared vision. (p. 3)

Essence of Transformational Leadership. Yukl (2006) asserted, "The essence of

transformational leadership appears to be inspiring follower commitment to shared

objectives, increasing social identification, and developing follower skills and collective

efficacy" (p. 271). To obtain follower commitment, it is critical for the leader to

understand transformational leadership and the change process in order to allow ample

time for the change to take effect, obtain buy-in from all stakeholders, and empower

others to help make changes, while providing constant enthusiasm, support, and

encouragement along the way. As follower commitment and shared objectives begin to

occur, the leader can begin to work through the change process to help transform

organizations.

Yukl (2006) explained "Transformational leaders make followers more aware of

the importance and values of the work and induce followers to transcend self-interest for

the sake of the organization (p. 278). The leader encourages and supports to create

enthusiasm and continued effort when followers are faced with challenges. As a result of

leader's influence, the "followers feel trust and respect toward the leader, and they are

motivated to do more than they originally expected to do" (Yukl, 2006, p. 278). Similarly,

Leithwood, Jantzi, and Steinbach (2000) stated transformational leadership focuses on

inspiring "the commitments and capacities of organizational members" (p. 9).

Transformational leadership is usually exerted through formal leadership roles, but

influence may also come from other informal leaders. The idea is to develop a shared

vision to promote continuous improvement in the organization. Improving skills and

practices is still important, but the focus is on the individual as the catalyst for change. Each member of the organization is encouraged to take ownership of the improvement (Leithwood et al., 2000).

According to transformational leadership theory, if an organization is to perform at a high level, leadership is required that extends beyond the transactional exchanges of the leader and follower. Instead, leadership is needed to inspire all members involved with the organization and develop purpose. This model presents the leader as the one who encourages followers to internalize shared goals for the organization. Burns (1978) stated that through transformational leadership "Leaders can also shape and alter and elevate the motives and values and goals of followers through the vital teaching role of leadership. This is transforming leadership" (p. 425).

Although the individual is the catalyst for change, the transformational leader must articulate a clear and appealing vision for what the organization should become. But a clear vision is not enough in itself. The leader must also explain to followers exactly how the vision can be achieved; otherwise, followers may view the vision as an impossible goal (Yukl, 2006).

Emotional Component to Transformational Leadership. Within transformational leadership, the emotional relationship and connection between the leader and the followers are important to maintain trusting relationships. Supported by Yukl (2006), he stated, "The theories of transformational and charismatic leadership emphasize that emotional processes are as important as rational processes, and symbolic actions are as important as instrumental behavior" (p. 278).

If a leader is confident with the emotional relationships established with the followers and their ability to assume more responsibility, behaviors that are more

charismatic may be necessary. Hackman and Johnson (2000) asserted leaders foster

empowerment through "helping followers believe in their own abilities by providing

positive emotional support, expressing confidence, modeling successful performance, and

structuring tasks so that followers experience initial success" (p. 156).

The Relationship between Transformational and Charismatic Leaders. It is

evidenced in many readings that charismatic and transformational leaders have much in

common as the two theories have many similar elements. Often times, charismatic

leaders are transformational, and transformational leaders show many tendencies of being

charismatic. Buttressed by Bass and Riggio (2006), "Transformational leadership has

much in common with charismatic leadership, but charisma is only part of

transformational leadership" (p. 5). Likewise, Yukl (2006) described charismatic

leadership intertwining to transformational leadership theories as both types of leaders,

"instill devotion to ideology more than devotion to themselves" (p. 259). Moreover, Yukl

(2006) confirmed that within charismatic leadership, authority is delegated considerably,

information is openly shared, participatory leadership occurs within decision-making, and

rewards are used to reinforce behaviors that are aligned to the organizational mission.

Within both transformational and charismatic leadership, the readings make it

clear leaders can influence motivation levels of followers and impact the loyalty of the

organization's members. In cooperation, both approaches are relevant in order to

understand effective leadership. Bass (1985) asserted, "Charismatic leaders inspire in

their followers unquestioning loyalty and devotion without regard to the followers' own

self-interest. Such leaders can transform the established order" (p. 35). Furthermore,

when discussing transformational and charismatic leadership styles, Yukl (2006) avowed,

"One way a leader can influence subordinate commitment is by setting an example of

exemplary behavior in day-to-day interactions with subordinates" (p. 276). "The values

espoused by a leader should be demonstrated in his or her daily behavior, and it must be

done consistently, not just when convenient" (Yukl, 2006, p. 277).

Bass (1985) affirmed charismatic leadership is a characteristic required to be

transformational. "Charismatic leaders are transformational in that they, themselves, have

much to do with the further arousal and articulation of such feelings of need among

followers. Charismatic leaders have insight into the needs, values, and hopes of their

followers" (p. 46). While charismatic and transformational leadership exhibit significant

congruency, especially with regard to eliciting a strong and shared vision among

followers, the two theories differ in several respects.

As indicated by Yukl (2006), charismatic leadership differs from transformational

leadership because the charismatic leader "involves dependence on an extraordinary

leader" (p. 271). Transformational and charismatic theories have proven effective in

organizational leadership in part because of their shared emphasis on emotional processes

as well as rational processes and their recognition of symbolic actions as well as

instrumental behavior (Yukl, 2006). However, Yukl (2006) argued these theories fall short

in the realm of strategic management; therefore, it is critical for the leader to understand

how organizational survival and financial success extends beyond simply motivating and

empowering followers. Consequently, Yukl (2006) also asserted many theories of

transformational and charismatic leadership have both similar views on leadership

showing the two as being very compatible while others clearly demonstrate the two

having separate and distinct behaviors within them. Bass (1985) asserted that even while

leaders are charismatic, they may fail to transform and inspire followers.

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Transformational leaders do more to empower followers through things such as delegating, teaching follower skills, raising self-confidence, and building a strong culture within the organization (Yukl, 2006). As a leader leads in an established organization with veteran staff members, more transformation styles may be necessary to bring about positive change within the organization. Such things are especially important if the staff has felt the lack of those components intact with their leading predecessor.

Yukl (2006) said "The essence of transformational leadership appears to be inspiring follower commitment to shared objectives, increasing social identification, and developing follower skills and collective efficacy" (p. 271). As follower commitment and shared objectives begin to occur, the leader can begin to work through the change process to help transform organizations. It is critical for the leader to understand the change process, give ample time for the change to take effect, obtain buy-in from all stakeholders, and empower others to help make changes, while providing constant enthusiasm, support and encouragement along the way through emotional support.

The emotional relationship and connection between the leader and the followers are important in order to maintain trust. Yukl (2006) supported this thought as he stated, "The theories of transformational and charismatic leadership emphasize that emotional processes are as important as rational processes, and symbolic actions are as important as instrumental behavior" (p. 278). If a leader is confident with the emotional relationships established with the followers and their ability to assume more responsibility, behaviors that are more charismatic may be necessary. Charismatic leaders "instill devotion to ideology more than devotion to themselves" (Yukl, 2006, p. 259). Yukl (2006) asserted within charismatic leadership, "Authority is delegated to a considerable extent,

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information is shared openly, participation in decisions is encouraged, and rewards are

used to reinforce behavior with the mission and objectives of the organization" (p. 259).

     Transformational Leadership bringing about positive change. The synthesis of a

variety of readings from authors includingYukl (2006), Gioia and Thomas (1996), Kotter

(1996), Schlechty (2000) and others revealed several common strands of leadership and

the effects on transforming organizations utilizing transformational leadership to bring

about positive change. Each reading revolved around the common strand of leaders

having influence on organizational change by having powerful leadership habits such as

proactive and positive thinking, follow-through, communication, and reflection. In

addition to the many powerful habits, several readings focus on transforming

organizations as being a strategic and highly personalized process.

     Kotter (1996) honed in this personalized process of leading change when he

discussed the "value of competitive capacity" (p. 178). Additionally, Kotter (1996), in

order to transform organizations and bring about positive organizational change through

leadership, one's competitive spirit and lifelong learning experiences such as childhood

experiences, extracurricular experiences, or other job and educational experiences are

essential to succeed in the future. Consequently, Kotter (1996) asserted leadership goes

hand in hand with lifelong learning. Within the underpinnings of his book, *Leading*

Change, he stated:

     Two elements stood out, competitive drive and lifelong learning. These factors

     seemed to give people an edge by creating an unusually strong competitive

     capacity. Competitive drive helped create lifelong learning, which kept increasing

     skill and knowledge levels especially leadership skills, which in turn produced a

prodigious ability to deal with an increasingly difficult and fast-moving global economy. (p. 178)

In addition to maintaining competitive spirit and lifelong learning, educational leaders have a major responsibility of ensuring that the proper climate is created to help bring about transformation. In the opinion of Daresh (2001), "This climate needs to occur within schools and districts so that, when inevitable change arrives, teachers, staff, students, parents, and community members will not view this as some fundamental threat to the way things 'should be' in schools" (p. 179).

In consideration of Yukl (2006), "Leaders influence the organizational culture by developing a vision, implementing change, and encouraging learning and innovation" (p. 284). Additionally, change occurs more successfully as the leader understands the change process and the deterrents effecting change (Yukl, 2006). This concept is buttressed by the statement, "Only leadership can get change to stick by anchoring it in the very culture of the organization" (Kotter, 1996, p. 30).

Developing a caring and trusting climate will create the necessary environment where people will begin to work together to transform their organization. Furthermore, Giaoia and Thomas (1996) said, "Under conditions of change, top management team members' perceptions of identity and image, especially desired future image, are key to the sense making process and serve as important links between the organization's internal context and the team members' issue interpretations" (p. 41).

Asserted by Schlechty (2000), "Strong leaders build cultures that outlive them; they lead even when they are gone" (p. 182). Leaders should be able to use a participatory approach through trusting relationships to drive an organization toward excellence by building community relationships (Schlechty, 2000). These scholars all

pronounced how the leader plays an integral role in establishing an image, vision, and culture with all stakeholders to provide for a climate of trusting relationships, which will allow the process of organization change to be more effective. They also make clear the importance of powerful skills such as reflective practice, positive thinking, use of proactive communication, the importance to prioritize, and demonstrate follow-through behaviors.

Kotter (1996) announced, "Managing change is important. Without competent management, the transformation process can get out of control. But for most organizations, the much bigger challenge is leading change" (p. 30). Yukl (2006) declared "Just as it takes miles to turn a supertanker at sea, it often takes years to implement significant change in a large organization" (p. 286). Yukl (2006) described the change process as "strategic, change-oriented leadership" (p. 284).

According to Gioia and Thomas (1996), "Thus strategic change in academia is a phrase that introduces its own ambiguity into institutions not accustomed to thinking and acting strategically" (p. 370). In support of this strategic thinking, Schlechty (2000) illustrated the change process as unfreezing the current practices, taking multiple steps to translate beliefs into actions steps, and creating results by restructuring the agenda. Buttressed by Yukl (2006), "The change process can be described as having different stages, such as unfreezing, changing, and refreezing" (p. 313). In support of this, Daresh (2001), "Change is made up of two stages, the initiation and implementation stage" (p. 172). On the contrary, Zmuda, Kuklis, and Kline (2004) defined change as being six steps of continuous improvement. As previously identified by other readings described, they defined steps including identifying and clarifying core beliefs, creating a shared vision, and determining gaps between current reality and shared vision. Additionally, they

address the importance to identify innovations that will most likely close gaps between current reality and shared visions along with being able to develop and implement an action plan that supports teachers through the change process and integrates the innovation within each classroom throughout a school and embraces collective accountability (Zmuda et al., 2004).

Kotter (1996) defined strategic change in an eight-stage process. These eight processes include establishing a sense of urgency, creating guiding coalitions, developing vision and strategy, communicating the change vision, empowering employees, generating short-term wins, consolidating gains and producing more change, and anchoring new approaches in the culture. As a result of these scholars and their writings, leaders desiring to successfully impact change should approach their organization with a strategic plan in mind, much like a practice plan found in athletics or an agenda found in other extracurricular activities. Additionally, leaders need to be cautious not only of the different stages in the change process taking place within their organization, but also the stage of the organizational life, the time frame in which change is occurring, and how people are responding politically to the change. Daresh (2001) explained, "The bottom line in this consideration of issues and problems associated with management of change in schools and organizations is that change cannot be avoided. Change is an evitable reality" (p. 178).

Transformational leaders know how to bring about positive change within their organizations but allowing the change process to occur, not moving too fast, nor too slow. Daresh (2001) referred to leadership as like Goldilocks trying to get the right bowl of porridge. "We need to be careful not to select something either too hot or too cold" (p. 163). Synthesized readings from the many authors all focus on the role of

transformational leaders facilitating positive organizational change. The readings

revolved around the common strand of leaders having influence on organizational change

by having powerful leadership habits, such as proactive and positive thinking, follow-

through, communication, and reflection. In addition to the many powerful habits, several

readings focus on transforming organizations as being a strategic and highly personalized

process.

Furthermore, Bolman and Deal (2003) declared that such transformational leaders

are rarer. They lead by example, they use symbols to capture attention of followers, they

frame experiences in inspirational ways, they communicate a vision, they respect and use

history to learn from, and they use stories to talk about the past, present, and future.

Various authors described the change process with a variety of different stages,

depending on how they defined organizational change. Regardless of the type of

organization, these scholars focused on transformational leaders who were able to

transform organizations through personalized processes, using positive states of mind and

self- talk, communication, and reflective practices, which are all aspects found in the

study of sports psychology, coaching, or participation in other extracurricular activities.

Transactional Leadership

Burns (1978) described most relationships between a leader and a follower as

being transactional in nature. He emphasized that in the past leaders continually

approached their leadership as a function of exchanges between leader and follower such

as an exchange of goods, services, or commodities (Burns, 1978). The word transactional

stems from the root word transaction. The follower completes a task or service; the leader

then provides a reward. However, over the past century, practicing organizational leaders

have demonstrated a change in attitude toward leadership (Bass, 1985). According to

Bass (1985), "In the first part of the century, leadership was mainly a matter of how and when to give directions and orders to obedient subordinates. The strong directed the weak" (p. 4). Moreover, it was in the opinion of Bass (1985), leaders' behaviors are seen as "initiating structure and showing consideration for human relationships" (p. 5).

Historically, a manager was viewed as being transactional in nature, allowing an exchange to occur and then rewarding the follower for the acquiescent behavior. Described by Bass (1985), "The transactional leader induces performance among followers by negotiating an exchange relationship with them of reward for compliance" (p. 32). In the original formation of the theory, Bass (1985) included two types of transactional behaviors, one being contingent reinforcement such as utilizing a reward of a paycheck, for example, while the other approach, Management-by-Exception, would be providing negative feedback and contingent aversive reinforcement.

To further explain this, an example of contingent reinforcement would be when a worker fulfilled his responsibilities by completing an assigned task, the leader would provide a paycheck for the job performance. Management-by-Exception was explained by Bass (1985) as being when "leaders who primarily or exclusively practice management-by-exception, negative feedback, or contingent aversive reinforcement intervene only when something goes wrong (p. 135). Basically, as long as things are going well, things remain status quo. If things start to go wrong, the leader then provides negative feedback and coercion.

Later, Bass and Aviolo (1994) built upon the original views of Bass (1985) where they described contingent reward and management-by-exception with more clarity, as they announced three forms of transactional leadership styles: management-by-exception-passive, management-by-exception-active, and constructive transactional. Furthermore,

they described the leader who operates transactional as being one who functions purely to manipulate others and situations to meet their own needs, wants, desires, and personal agendas.

Consequently, Yukl (2006) asserted contingent reward included the use of incentives and rewards to influence motivation levels. Thus, Bass and Riggio (2006) agreed such forms of transactions were reasonably effective in motivating subordinates to achieve at higher levels. Different from its original description, passive management-by-exception was later adapted by Bass and Riggio (2006) and was referred to as being both active and passive. They described this form of response as being a "corrective transaction" which "tends to be more ineffective than contingent reward or the components of transformational leadership" (Bass & Riggio, 2006, p. 8).

The active approach would be closely monitoring standards or levels of performances while taking corrective actions immediately as needed. Contrary to this, the passive approach to management-by-exception, the leader would wait passively until mistakes are made before taking corrective actions. Yukl (2006) described management-by-exception as the "use of contingent punishment and other corrective actions" to obtain the desired outcome (p. 263).

The original purpose of Bass (1985) was to look beyond transactional leadership approaches and to look deeper at the relations between supervisors and their subordinates. With this intention, the transactional leaders can be described in his relations with subordinates as follows:

1. Recognizes what it is we want to get from our work and tries to see that we get what we want if our performance warrants it.

2. Exchanges rewards and promises of rewards for our effort.

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3. Is responsive to our immediate self-interests if they can be met in our

getting the work done. (p. 11)

In light of these theories on transactional leadership, leaders need to improve their

understanding of short and long term motivation levels, commitment, involvement,

satisfaction, creativity, and productivity of industrial, governmental, military, and

educational personnel to fully maximize organizational performance levels.

Bass (1985) endorses the idea that in order for organizations to achieve

performance outcome levels that either meet or exceed levels of expectations, much more

than a simple transaction needs to occur. Later, Marzano et al. (2005) further reinforced

Bass (1985) and Burns (1978) and other scholars as they affirmed transformational

leadership practices as underpinnings to their recommendations on practices for effective

school leadership.

Laissez-Faire Leadership

Yukl (2006) described a version of leadership as laissez-faire which is where the

leader shows a passive indifference about the tasks and subordinates. Bolman and Deal

(2006) referred to this style of leadership as leading to "aimlessness and confusion" (p.

171). Likewise, Beauchamp and Eys (2007) described laissez-faire style as a leader who

delays actions, does not make decisions, and ignores their responsibilities. Avolio and

Bass (2004) developed a continuum of leadership behaviors and included Laissez-Faire

as the type of leadership behaviors on the least effective end of the spectrum. Their

attempt was to expand the range of leadership styles and assess what was described as

exemplary leadership behaviors. Avolio and Bass (2004) considered Laissez-Faire

leadership to be at what they deemed to be the ineffective range of their continuum as

"The Multifactor Leadership Questionnaire assesses perceptions of leadership behaviors

that represent avoidance of responsibility and action" (p. 4). They viewed Laissez-Faire there being a lack of leadership and attention to details and follow-through of action. In contrast to Laissez-Faire, Avolio and Bass (2004) described desired leadership behaviors which were found to be the most effective. Those leadership behaviors included behaviors that "Generated higher order developed and performance effects, which is called transformational leadership" (p. 4).

Summary

The review of literature examined how experiences and engagement in extracurricular activities impacts the development of the brain. Youth athletic programs and opportunities were explored as well as leadership opportunities available through higher education. The literature then reviewed some background of extracurricular activities and how leadership can be learned, enhanced, and abilities transferred through coaching and teaming components. Finally, leadership styles were examined which included Transformational, Charismatic, Transactional, and Laissez-Faire.

The following components of the study will compose of three chapters. Chapter three will focus on the research design and methodologies utilized. Chapter four will be a presentation of the quantitative data combined with some qualitative insights. Finally, chapter five will include a complete analysis of the data, limitations, and a discussion for future implications for learned leadership through extracurricular and co-curricular preparations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLGY

Introduction

One phenomenon noted by the researcher is that traditionally many school leaders or top administrators of businesses and organizations had previously been involved in extracurricular activities as part of their curricular or co-curricular training. With on-going and continuous cost of professional development for school leaders, it would be valuable for school districts to know what type of training or experiences are valuable and are easily transferable into leadership skills as they look for potential administrative candidates. The researcher is interested in this phenomenon because many current school leaders will soon be reaching retirement status. As schools continue to seek high-quality administrators in the years to come, it is important to understand how previous extracurricular preparations can help to prepare or foster leadership behaviors in school administrators. According to Marzano et al. (2005), limited research has been done on specific behaviors of effective leaders.

The purpose of this dissertation was to study extracurricular preparations and its relationship to leadership styles. The researcher also examined school leaders' participation in extracurricular preparations prior to assuming their leadership roles within the school. The researcher wanted to examine specific leadership styles utilized by the selected school leaders and to study the relationships of extracurricular preparations and the impact they may have had on their development as a leader and their overall skills.

For several years, many teachers who have been involved in leadership positions of extracurricular activities such as band directors, athletic coaches, or other sponsors of

clubs and organizations naturally find themselves going into school administrative positions. Today, many of the current school administrators who are known as *baby boomers* are nearing or at retirement age and school districts are being challenged with replacing building and district administrators with the costs of high-quality professional development. Several questions of leadership arise when examining practices of effective school leaders and how their various backgrounds, experiences, education, training, and leadership styles contribute to their overall effectiveness as a leader.

In this study of extracurricular preparations and its relationship to leadership, the quantitative approach will be the research design argued for and utilized to conduct future study. The following research questions will be explored using both the Multifactor Leadership Questionnaire and a supplemental demographical inventory answered by each of the participants in the study. Research questions, the design of the study, population and sampling selection, data collection procedures and instrumentation, and data analysis procedures are sequentially addressed in this chapter.

<center>*Researcher Biases*</center>

Researching extracurricular preparedness and its relationship with leadership effectiveness was chosen because of the athletic interests and experiences of the researcher who would perform this study. Because the researcher has an active background and prior knowledge in many extracurricular activities, the researcher believed many of the skills and life lessons learned in dealing with people and management through previous involvement in extracurricular activities would prove to foster skills, which are easily transferable into leadership of educational organizations. Additionally, because of the associations to athletic and other academic clubs, organizations, and activities the researcher has had in his or her past, there was a belief

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successful organizations and programs breed more success, which continues to spiral in the climate of the particular organization. As supported by Nonaka and Takeuchi (1995), "Organizational knowledge creation is a continuous and dynamic interaction between tacit and explicit knowledge" (p. 70). Establishing such a successful organizational climate in education where knowledge is created and allowed to continually cycle is critical to educational leadership. The researcher believes important leadership skills to develop and cultivate such an environment are fostered in leaders through their involvement in such activities preparing them for leadership roles.

Research Questions

Within the context of this study, the following research questions were addressed:

1. Using the Multifactor Leadership Questionnaire, what is the leadership style of leaders based on extracurricular (sport) and co-curricular (academic) participation?

   a. High Extracurricular –High Co-curricular

      High-High represents the leaders studied were considered high in both their previous participation in extracurricular preparations through sports and high in their participation in co-curricular activities or non-sport involvement.

   b. High Extracurricular –Low Co-curricular

      High-Extracurricular represents the leaders studied participated in high levels of activities by engaging in sports prior to assuming a leadership role with low levels of engagement in co-curricular activities.

   c. High Co-curricular –Low Extracurricular

High-Co-curricular/Low Extracurricular represents the leaders studied

participated in high levels of co-curricular activities prior to assuming

a leadership role and low levels of engagement in extracurricular

activities such as sports.

d. Low Extracurricular –Low Co-curricular

Low-Low represents the leaders studied had little to no engagement in

extracurricular activities, in sports, or in co-curricular activities prior

to assuming a leadership role.

2. What is the relationship between leadership style (transformational,

transactional, and laissez-faire) and type of extracurricular or co-curricular

leadership? (Are there any patterns of relationships based on type of

participation?)

a. Extracurricular represents activities outside the regular curriculum or

program of courses including all sporting/athletic activities available

or physically involved programs.

b. Co-curricular Involvement

Co-curricular represents activities related but only complimentary to

the official curriculum, as a civic or service activities outside the

classroom.

3. Are there significant differences in leadership styles (transformational,

transactional, and laissez-faire) between leaders based on extracurricular and co-

curricular participation? The four groups being compared are:

b. High Extracurricular –High Co-curricular

High-High represents the leaders studied were considered high in both

their previous participation in extracurricular preparations through

sports and high in their participation in co-curricular activities or non-

sport involvement.

c. High Extracurricular –Low Co-curricular

High-Extracurricular represents the leaders studied participated in high

levels of activities by engaging in sports prior to assuming a leadership

role with low levels of engagement in co-curricular activities.

e. Low Extracurricular –High Co-curricular

Low Extracurricular/High-Co-curricular represents the leaders studied

participated in high levels of co-curricular activities prior to assuming

a leadership role and low levels of engagement in extracurricular

activities such as sports.

d. Low Extracurricular –Low Co-curricular

Low-Low represents the leaders studied had little to no engagement in

extracurricular activities, in sports, or in co-curricular activities prior

to assuming a leadership role.

Design of the Study

There are two primary modes of research, quantitative and qualitative approaches.

Mixed designs utilizing both the quantitative and qualitative approach were used in this

study. Quantitative approaches focused on studying relationships among variables to

describe trends or relationships among data. As indicated by Leedy and Ormrod (2001),

quantitative research differs from qualitative because it "involves either identifying the

characteristics of an observed phenomenon or exploring possible correlations among two

or more phenomena" (p. 191). As stated by Creswell (2002), a quantitative research literature review plays major roles as it justifies the research problem and creates a need for the direction, purpose statement, research questions, and hypothesis of study, whereas in qualitative research, literature reviews play only a minor role. The nature of the research process with a quantitative approach is more focused, variables are known, guidelines are established, data are context-free with a static design, and researcher has a detached view (Leedy & Ormrod, 2001). These variables are found as the researcher utilized a leadership style instrument tool known as the Multifactor Leadership Questionnaire as an initial measure of classifying leadership styles of leaders found in school districts classified as effective or ineffective and to establish possible relationships between the leaders and their styles of leadership utilized. Quantitative research is used to study research problems requiring a description of trends or an explanation of the relationship among variables.

In contrast to quantitative research, Merriam (1998) stated, "Qualitative research can reveal how all the parts work together to form a whole" (p. 6). Smaller samples are used while data are collected through observations and interviews. Merriam (1998) also asserted a key philosophical assumption of qualitative research is "Reality is constructed by individuals interacting with their social worlds" (p. 6). A follow-up survey was used by the researcher to examine backgrounds and experiences of leaders as they pertain to involvement in extracurricular activities and how those experiences helped to prepare individuals for leadership roles and catapult leaders into administrative positions. Creswell (2002) asserted, "Qualitative research is used to study research problems requiring an exploration and understanding of a central phenomenon" (p. 50). Also acknowledged by Heppner and Heppner (2004), a qualitative researcher would focus on

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lived experiences of participants to shape the understanding and interpretations of the phenomena under analysis.

Population and Sample

Subjects of the research were targeted superintendents and principals from select schools districts located in Southwest region of Missouri. The study's sample size consisted of a total of 24 school superintendents and 103 principals at the various levels, including secondary, junior high/middle school principals, and elementary principals. The school districts and administrators selected for this sample were chosen due to convenient sampling. All potential subjects were provided with an email letter informing them of the purpose of the study and the guarantee of confidentiality in all survey responses and results to be later disclosed.

Data Collection Procedures and Instrumentation

All methodologies utilized in this research maintained confidentiality of all participants as the researcher utilized full Institutional Review Board certification along with utilizing participant informed consent form (see Appendixes A and B). Fink (2006) explained, "The consent form gives potential respondents sufficient written information to decide whether to complete a survey" (p. 41). The consent form described to participants the purpose of the study and the potential use of the information derived from the study (Fink, 2006).

All participants then self-reported and completed both the Multifactor Leadership Questionnaire originally developed by Bass and Avolio (1990) and then a Profile of Extracurricular Preparations (PrEP) demographic survey designed by the researcher.

The Multifactor Leadership Questionnaire Form 5X. The Multifactor Leadership Questionnaire Form 5X (Avolio & Bass, 2004) was utilized as the primary assessment

tool to determine leadership styles. The initial work toward developing the Multifactor

Leadership Questionnaire was derived from the work of Burns (1978) as he interviewed

business executives to develop underpinnings for foundational leadership. The most

recent class form of the Multifactor Leadership Questionnaire (5x Short) includes both

self and rater forms and is used for organizational surveys, research purposes, and for the

preparation of individual leader reports (Avolio & Bass, 2004). Avolio and Bass (2004)

explained, "Multifactor Leadership Questionnaire (5x Short) contains 45 items that

identify and measure key leadership and effectiveness behaviors shown in prior research

to be strongly linked with both individual and organizational success" (p. 13). Described

further, the full range model of the questionnaire relates back to leadership style and

expected performance outcomes and numerous studies have continually supported the

connections (Avolio & Bass, 2004).

   The application of the Multifactor Leadership Questionnaire (5x Short) includes

field and laboratory research, the selection, transfer, and promotion of employees, and the

development and counseling for managers and project leaders. The creators of the

instrument emphasized it is more effective for training and coaching purposes in

comparison to its use in research studies (Avolio & Bass, 2004). According to Fink

(2006), the instruments used should be both reliable and have validity. Regardless of

using the Multifactor Leadership Questionnaire (5x Short) for training or research, Avolio

and Bass (2004) declared because of the instruments long standing reliability and

validity, it has been used extensively for over 25 years to differentiate between highly

effective and ineffective leaders in many leadership arenas including military,

government, educational, churches, hospital, and other leadership fields.

The Profile of Extracurricular Preparations (PrEP). The Profile of

Extracurricular Preparations (PrEP) self-reporting demographic survey utilized allowed

the researcher to obtain further information about each of the participants and the

background preparations prior to assuming a leadership position. This information

obtained included the participants' gender, years of experience in the educational arena,

current administrative role and level at which they administrate (secondary, elementary,

or superintendency), their level of involvement in extracurricular preparations, type of

involvement, and the length of service at the various levels of involvement using a Likert

scale along with open-ended questions. Self-reporting Multifactor Leadership

Questionnaire and PrEP scores were returned to the researcher. The researcher waived

actual written consent since the consent is implied at time of submitting survey responses.

The respondents will be scored by receiving one point per check which represents each

activity and each level of engagements. Based on point totals, participants were then

placed into four groups based on their level of engagement in extracurricular and co-

curricular activities and will be compared with their responses of leadership style

according to the Multifactor Leadership Questionnaire. The four groups will consist of

those highly engaged in both high levels of extracurricular and co-curricular activities

(High-High), those who are considered highly engaged in extracurricular activities with

low engagement in co-curricular activities (High-Low), those who have low levels of

engagement in extracurricular activities with high levels of engagement in co-curricular

activities (Low-High), and finally, those who are scored low in both engagement levels in

extracurricular and co-curricular activities (Low-Low). Questionnaires were then stored

in the researcher's home office during the analysis phase of the data and were then

destroyed at the culmination of the study to ensure confidentiality.

Quantitative. Jensen (2006) asserted, "Quantitative research is characterized by the framing of the data-gathering process as objective, resulting in a static, fixed body of research. The work is characterized by a self-defined paradigm of hard, that is, generalizable data" (p. 22). In consideration of implications of quantitative and qualitative research, quantitative approaches using the Multifactor Leadership Questionnaire (5x Short) to examine leadership styles were the primary approach to data collection and then a secondary data gathering method included a mixed design survey (PrEP) which was utilized to glean information regarding involvement in extracurricular and co-curricular activities. Both instruments would be considered appropriate methodologies, utilizing quantitative and qualitative data, to be utilized when studying extracurricular and co-curricular preparations and the relationship to leadership style. According to Creswell (2002), quantitative research is obtained data consisting of numbers in comparison to qualitative research study. Moreover, Creswell (2002) said, "The researcher is collecting data consisting of words (i.e. text from participants during interviews)" (p. 43). Quantitative research utilizes standardized instruments with a representative large sample in comparison to observations of smaller samples. Leedy and Ormrod (2001) explained:

> Quantitative questioning methods usually pose specific, narrow questions in comparison to qualitative methods asking broad, general questions. Typically, the focus is on a particular occurrence of the behavior is counted to determine its overall frequency...in some situations the behavior may be rated…regardless of the approach, the researcher strives to be as objective as possible in assessing the behavior being studied. (p. 195)

In support of this, "one's personal knowledge, language, values and worldviews all form the way the researchers' lenses filter their assumptions and biases they bring to research" (Heppner & Heppner, 2004, p. 136).

Data Analysis Procedures

The data analysis will consist of "describing trends, comparing group differences, or relating variables" (Fink, 2006, p. 55). The Multifactor Leadership Questionnaire (5x Short) was used to determine specific leadership styles used by each participant. This is a highly reliable leadership style inventory/instrument.

An additional instrument, the Profile of Extracurricular Preparations (PrEP), served as a follow-up to the leadership style inventory. The PrEP was designed by the researcher and will be used to then determine to what extent the participants in the study's involvement in extracurricular and co-curricular preparations, prior to assuming their leadership role, may have influenced, contributed, or shaped their leadership approach and specific leadership styles and strategies asserted. Additionally, the researcher would be able to recognize relationships of the preparation of extracurricular activities identified by participants by forming subgroups of each activity identified. Comparisons will be made among and between the administrators by comparing varying extracurricular and co-curricular preparations and by utilizing correlation coefficients as one of the measures in the study.

According to Field (2005), "The simplest way to look at whether two variables are associated is to look at whether they co-vary" (p. 107). When discussing correlations and regressions, Fink (2006) asserted rank order correlations to be used with categorical data along with describing how "regressions use correlations as the basis for predicting the value of one variable from the other" (p. 70).

Research question one will include an analysis of data to determine the means and standard deviation of scores on the Multifactor Leadership Questionnaire leadership dimensions reported for each group, High Extracurricular-High Co-curricular, High Extracurricular-Low Co-curricular, Low Extracurricular-High Co-curricular, and Low Extracurricular-Low Co-curricular. Research question two will utilize a Pearson Correlation between the Multifactor Leadership Questionnaire scores and the PrEP scores. Research question three will include the analysis of the four groups (High Extracurricular-High Co-curricular, High Extracurricular-Low Co-curricular, Low Extracurricular-High Co-curricular, and Low Extracurricular-Low Co-curricular) described utilizing a one-way ANOVA. The independent variable will include the four groupings (High Extracurricular-High Co-curricular, High Extracurricular-Low Co-curricular, Low Extracurricular-High Co-curricular, and Low Extracurricular-Low Co-curricular) as defined by level of engagement in activities, and the dependent variable will include the Multifactor Leadership Questionnaire scores.

Summary

In chapter three, the research design and methodologies used were discussed. In conducting a research study on the issue of extracurricular and co-curricular preparations and the relation to leadership style, a mixed design utilizing both a quantitative and qualitative research approach was used in this study. The Multifactor Leadership Questionnaire (5x Short) was the focal instrument used in the study with the PrEP as the secondary instrument utilized. Sending out the Multifactor Leadership Questionnaire (5x Short) leadership inventories combined with the researcher created PrEP to select leaders were an attempt to gather data and study possible relationships between leadership styles and extracurricular and co-curricular preparations. The study also determined what

possible ranges of leadership styles were most correlated with varying types previous preparation. The research will also glean possible emerging themes or correlations between leaders and varying levels of previous experience from extracurricular and co-curricular preparations. The correlations allowed the researcher to determine which leaders have been involved in prior preparatory activities themselves and study ways in which their involvement may have contributed to their skills as a leader.

CHAPTER FOUR

RESULTS

Introduction

The purpose of this study was to examine the relationship between extracurricular and co-curricular preparations as it relates to school leadership styles. According to Marzano et al. (2005), limited research has been done on specific behaviors of effective leaders. Bass and Riggio (2006) recognized the need to better understand the roots of leadership development. Examining such relationships will help to better understand possible initial stages of leadership training, growth, and development. Secondly, it would be valuable for school districts to know what type of training, skills, or experiences are valuable to leaders and what skills are easily transferable into leadership. Finally, school leaders are faced with budget cuts and prioritizing how to provide learning opportunities for future leaders, students of today. This information may also serve to be valuable for informing decision-making processes when faced with the possibility of eliminating current student extracurricular and co-curricular programs.

Demographic and descriptive information will be presented to establish the background of the 49 participants and to create a snapshot of the Profile of Extracurricular Preparations (PrEP). The PrEP was an instrument designed by the researcher to obtain demographic and descriptive information of the participants. The PrEP also allowed the researcher to obtain information regarding participants' gender, years of experience in the educational arena, administrative title, the level at which they administrate, and preparations or growth opportunities prior to assuming their leadership role. Specifically, the PrEP helped the researcher to obtain information as related to leader's prior engagement levels in extracurricular and co-curricular activities. Next, the

Multifactor Leadership Questionnaire Form (MLQ) 5X (Bass & Avolio, 2004) was administered to participants to identify their leadership styles. The MLQ Form 5X employed Likert scale questions to assess various leadership behaviors. Possible responses included "Not at all," "Once in a while," "Sometimes," "Fairly often," and "Frequently, if not always." Bass and Avolio (2004) asserted the MLQ was developed to "expand the dimensions of leadership measured by previous leadership surveys and to provide concise computerized feedback form that can be used for individuals, team, and organizational development" (p. 3). The MLQ has the ability to assess leadership behaviors at the effective range as well as the ineffective range. According to Bass and Avolio (2004), it is "more suitable for administration at all levels of organizations and across different types of production, service, and military organizations" because it provides a much broader examination of leadership styles compared to many other leadership surveys available (p. 4). Another advantage of utilizing the MLQ for this study is the ability of this survey to measure the leader's "effect on both the personal and intellectual development of self and others. Leaders must develop themselves in order to effectively develop others" (Bass & Avolio, 2004, p. 4).

Both survey instruments were customized into one electronic survey instrument facilitated through the Mind Garden, Inc. and their website. The customized electronic survey included the demographic information of select leaders and the self-reported leadership profiles of the participants. The data were then transferred into an electronic spreadsheet as participants responded to the online survey. The data were then downloaded, converted into PASW version 18 software program (formerly known as SPSS). The researcher examined specific self-reported leadership styles based on levels of extracurricular and co-curricular preparations. Scores were generated to divide

participants into four groups based on their level of previous engagement in extracurricular and co-curricular activities. A series of analysis were performed to make comparisons of any relationships evidenced or found significant. Utilizing a Pearson correlation, the researcher correlated MLQ leadership profiles with the level of Extracurricular (EC) and Co-curricular (CC) scores. Using a one-way ANOVA, the researcher ran an analysis comparing the four EC and CC groups to determine if there were significant differences in leadership style among the varying groups. Finally, the researcher used a Post Hoc Test to make multiple comparisons between and within groups. Field (2005) explained, "Post Hoc Tests consist of pairwise comparisons that are designed to compare all different combinations of the treatment groups. So, it is rather like taking every pair of gouprs and then performing a *t*-test on each pair of groups" (p. 339).

Demographic and Descriptive Information

Utilizing the PrEP, demographic and descriptive information was obtained from the participants. The demographic survey asked leaders to respond to questions regarding their experiences with previous engagement in EC, CO, or other leadership training programs which could have enhanced or influenced learned leadership practices.

The study was comprised of 49 administrators at various leadership levels out of 150 sampled, giving the study a return rate of 32.60%. Of the participants, 29 (59.20%) were males, and 20 (40.80%) of the respondents were female. The participants included, 8 (16%) were superintendents, 12 (25%) were high school principals, 9 (18%) were junior high/middle level principals, 19 (39%) were elementary principals, and one other administrator. Based on the participants' years of experience, the mean average was 14.69 years with a standard deviation of 7.81. Their total years of experience ranged from

participants with 2 to 33 years of service in public education. Displayed in Table 1 is a

depiction of the frequency of assignment level of the participants which included

elementary, middle school, high school, and central office level administrators.

Table 1

Leaders' Level at Which They Administrate

Level	Frequency	Percent	Cumulative Percent
Elementary	19	38.80	38.80
Middle	9	18.40	57.10
Secondary	12	24.50	81.60
Superintendent	8	16.30	98.00
Other	1	2.00	100.00
Total	49	100.00	

Note. N = 49.

Research Questions Findings

The following information and organized data relate to the three research

questions that guided the study. Question one focused on determining the leadership

styles based on extracurricular and co-curricular participation. Question two focused on

examining the relationship between the leadership style and the type of EC or CC

engagement. Question three focused on determining if there are significant differences in

leadership style based on extracurricular and co-curricular participation. Pearson

correlations, One-way ANOVA, and Post Hoc Tests to run multiple comparisons were all

utilized for analysis.

Research Question One (Leadership Styles based on EC and CC engagement)

Research question one stated, using the Multifactor Leadership Questionnaire, what is the leadership profile of leaders based on extracurricular (sport) and co-curricular (academic) participation. Using a zero to four point Likert scale, participants in the study rated their leadership style. Additionally, participants self-reported their level of engagement in each of the structured sports/activities. These levels included the elementary level, middle level, secondary level, collegiate level, prior engagement in the actual coaching or sponsorship of the activity/sport, and current engagement as an adult in the activity in the role of a participant or active coach/sponsor.

Administrators' participation levels were assigned scores by giving participants one point per EC and CC activity they were involved in at each of the various levels. First, the researcher generated total EC and CC scores for each participant. Cut scores were then identified for analysis purposes to group participants into the four categories which described their level of engagement based on the mean and median of the participant scores. The mean score for the extracurricular score was 8.00 while the mean co-curricular score was 7.92. The median for both scores was 8.00. Based on these results, the groups were divided into High and Low categories based on the score of 8.0 The High group was defined as any leader who had a score of 8.00 or higher; the Low group was defined as a leader with a score below 8.00. This created the four groups of High-High (HH), High-Low (HL), Low-High (LH), and Low-Low (LL) based on their respective EC and CC scores. To clarify, the leaders placed in the High EC- High CC had a score of 8 or more in both extracurricular and co-curricular activities. The High EC-Low CC group contained those individuals who had a score of 8 or more for EC and less

than 8 for CC engagement. The Low EC- High CC group included those leaders that had

a score of less than 8 for EC engagement and more than 8 for the CC. The final group,

was the Low EC-Low CC which was comprised of leaders who had a score of less than 8

for both EC and CC engagement. Next, combining both their MLQ leadership style with

their EC and CC scores, a series of analysis was then performed utilizing the four

separate groups.

      Leadership style for High EC-High CC (High-High). The scores of the High-High

leaders were analyzed, and the means were considered in rank order (see Table 2). The

leaders who scored in the High-High group reported their leadership style was most

consistent with the Outcomes: Effectiveness leadership style. The High-High leaders all

rated themselves between a minimum score of 3.00 to a maximum score of 4.00 which

brought their mean score of Outcomes: Effectiveness to 3.61. Avolio and Bass (2004)

described transformational and transactional leaders in relation to the successes or

outcomes of the group in which they work by gauging their methods of interaction.

Outcome Effectiveness was described by Avolio and Bass (2004) as the leader being

effective in meeting others' job related needs, representing their group to higher authority,

meeting organizational requirements, and leading an effective group. The High-High

leaders rated themselves for Outcomes: Effectiveness is much higher than a typical

normative sample of 3.14 (Avolio & Bass, 2004). High-High leaders also reported they

were highly transformational as they trailed with two other leadership styles by reporting

their leadership styles were also highly Transformational with Inspirational Motivation

and Individual Consideration. Their means were 3.57 and 3.54 respectively. The

transformational leadership styles, with the inspirational motivation and individual

consideration components, inspire followers to go beyond their own personal

expectations in order to meet common goals. Yukl (2006) asserted transformational

leadership "appears to be inspiring follower commitment to shared objectives, increasing

social identification, and developing follower skills and collective efficacy" (p. 271).

While the inspirational leader provides followers with a clear sense of purpose that is

energizing, the leader with a greater focus on individual consideration takes the approach

to focus on the individual needs of the follower (Avolio & Bass, 2004).

Table 2

Descriptive Leadership Style Responses for High EC-High CC Leaders in Rank Order by Means

Leadership Style	N	Minimum	Maximum	Mean	SD
Outcomes: Effectiveness	14	3.00	4.00	3.61	0.32
Transformational Inspirational Motivation	14	3.00	4.00	3.57	0.36
Transformational: Individual Consideration	14	2.75	4.00	3.54	0.35
Transformational: Idealized Behavior	14	3.00	4.00	3.48	0.37
Transactional: Contingent Reward	12	2.25	4.00	3.46	0.62
Outcomes: Satisfaction	13	2.50	4.00	3.42	0.49
Idealized Attributes	14	2.00	4.00	3.29	0.53
Outcomes: Extra Effort	14	2.67	4.00	3.24	0.46
Transformational: Intellectual Stimulation	14	2.25	4.00	3.18	0.61
Transformation: Management by Exception Active	14	0.00	1.75	0.95	0.68
Passive Avoidant: Management by Exception Passive	13	0.00	1.25	0.54	0.41
Passive Avoidant: Laissez-Faire	13	0.00	1.00	0.19	0.31
Valid N (listwise)	10				

Note. N = 14.

The High-High leaders reported their leadership style was least like Transactional: Management by Exception Active and Passive nor were they considered Passive Avoidant: Laissez-Faire leaders. According to their self-reporting, the High-High leaders said they seldom lead by making exchanges and transactions nor did they have the passive or avoidant characteristics within their leadership style. Described by Bass (1985), "The transactional leader induces performance among followers by negotiating an exchange relationship with them of reward for compliance" (p. 32).

Leadership Style for High Extracurricular-Low Co-curricular (High EC-Low CC). The scores of the High-Low leaders were analyzed, and the means were considered in rank order and are represented in Table 3. The leaders who scored in the High-High group reported their leadership styles were most consistent with Transformational: Inspirational Motivational style which had a mean of 3.56. Other leadership styles closely linked to the High EC-Low CC leaders included Outcomes: Satisfaction and Transformational: Idealized Behavior, both having a mean score of 3.46. The overarching leadership style was transformational, which is the process of influencing followers' awareness of what is important and then to help them view opportunities and challenges of their environment with a fresh perspective (Bass & Avolio, 2004).

The three leadership styles least likely associated with High-Low leaders included Transactional characteristics with Management by Exception Active, Passive Avoidant: Management by Exception Passive, and then Passive Avoidant: Laissez-Faire. The High-Low leaders reported they least utilized the Management-by-Exception approaches which were explained by Bass (1985) as being when "leaders who primarily or exclusively practice management-by-exception, negative feedback, or contingent aversive reinforcement intervene only when something goes wrong" (p. 135). The transactional

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leadership processes were summarized by Avolio and Bass (2004) as a leadership style

that recognizes follower needs and desires which lead to motivation and allows followers'

a sense of direction and helps to energize others. However, this approach may be helpful;

it is limited in providing only first-order changes. Finally, the High EC-Low CC leaders

reported they were least Laissez-Faire, meaning their leadership style leads them to avoid

getting involved when important issues arise, they are absent when needed, they avoid

making decisions, and they often delay in responding to urgent questions (Bass & Avolio,

2004).

Table 3

Descriptive Leadership Style for High EC-Low CC Leaders in Rank Order by Means

Leadership Style	N	Minimum	Maximum	Mean	*SD*
Transformational Inspirational Motivation	12	2.75	4.00	3.56	0.34
Outcomes: Satisfaction	12	3.00	4.00	3.46	0.40
Transformational: Idealized Behavior	12	2.50	4.00	3.46	0.49
Outcomes: Effectiveness	11	3.00	4.00	3.36	0.32
Transformational: Intellectual Stimulation	12	2.25	3.75	3.19	0.49
Idealized Attributes	10	2.75	3.50	3.15	0.24
Transformational: Individual Consideration	12	2.50	3.75	3.15	0.41
Outcomes: Extra Effort	12	2.67	4.00	3.11	0.46
Transactional: Contingent Reward	12	2.50	3.50	3.08	0.37
Transformation: Management by Exception Active	11	0.00	2.00	0.96	0.58
Passive Avoidant: Management by Exception Passive	12	0.00	2.00	0.96	0.58
Passive Avoidant: Laissez-Faire	12	0.00	1.75	0.48	0.46
Valid N (listwise)	9				

Note. N = 12.

Leadership profile for Low Extracurricular-High Co-curricular (Low EC-High CC). Depicted in Table 4, the scores of the Low-High leaders were analyzed, and the means were arranged in rank order. Of the leaders who scored in the Low-High group, they reported their leadership style was most consistent with Outcomes: Satisfaction, Transformational Inspirational Motivational, and then Outcomes: Extra Effort. Of these leaders, they scored themselves heavily in the Transformational and Outcome leadership styles and weak in Transactional and Passive leadership practices. Transformational and transactional leadership styles both contribute to the Outcomes of Leadership approaches.

The Multifactor Leadership Questionnaire measures the success of the leaders by how they rate their ability to be motivating, how they interact with varying levels within the organization, and how well they work with others (Avolio & Bass, 2004). Outcomes: Extra Effort is described by Avolio and Bass (2004) as getting others to do more than they expected to do by heightening their desire to succeed and increasing their willingness to work even harder. Outcome: Satisfaction with leadership is described as working with others in a satisfactory way and using satisfactory leadership methodologies (Bass & Avolio, 2004). Scoring higher in this area than in a normative sample, the Low EC-High CC leaders had a mean score of 3.77 in the area of Outcome: Satisfaction, whereas the US Descriptive Statistics for MLQ 5X Normative Sample rreported self-raters with a mean score of only 3.09 (Avolio & Bass, 2004). Likewise, within Transformational: Inspirational Motivation, the Low EC-High CC leaders had a higher mean score of 3.75 compared to the normative group of 3.04.

Table 4

Descriptive Leadership Style Responses for Low EC-High CC Leaders in Rank Order by Means

Leadership Style	*N*	Minimum	Maximum	Mean	*SD*
Outcomes: Satisfaction	11	3.00	4.00	3.77	0.34
Transformational Inspirational Motivation	11	3.25	4.00	3.75	0.30
Outcomes: Extra Effort	9	3.00	4.00	3.63	0.39
Outcomes: Effectiveness	11	3.00	4.00	3.62	0.39
Transformational: Individual Consideration	11	3.25	4.00	3.52	0.33
Transformational: Idealized Behavior	11	3.00	4.00	3.52	0.39
Idealized Attributes	8	2.75	4.00	3.47	0.37
Transformational: Intellectual Stimulation	11	2.75	4.00	3.36	0.40
Transactional: Contingent Reward	10	2.25	4.00	3.33	0.51
Transformation: Management by Exception Active	9	0.00	3.50	1.33	1.15
Passive Avoidant: Management by Exception Passive	11	0.00	1.50	0.80	0.56
Passive Avoidant: Laissez-Faire	11	0.00	1.50	0.30	0.49
Valid N (listwise)	5				

Note. N = 11.

Leadership profile for Low Extracurricular-Low Co-curricular (Low EC-Low CC). The scores of the Low EC-Low CC leaders were analyzed, and the means were considered in rank order according to means (see Table 5). Low-Low leaders reported their leadership style was also most consistent with Outcomes: Effectiveness, Transformational Inspirational Motivational, and Outcomes: Satisfaction. Low EC-Low CC leaders rated themselves least like Transactional: Management by Exception Active, Passive Avoidant: Management by Exception Passive, and Passive Avoidant: Laissez-Faire. The Low EC, Low CC reported their leadership styles as most like Outcomes: Effectiveness, which meant the leader is effective in meeting others' job related needs, representing their group to higher levels of authority, being effective in meeting organizational requirements, and leading a group that is considered effective.

Within each of the four leader groups (High EC-High CC, High EC-Low CC, Low EC- High CC, and Low EC-Low CC), leaders who participated in the study reported themselves as having leadership behaviors that were somewhat consistent. Even though some of the leadership styles may have been in slightly different order among the top groups, the most frequently described styles identified were Outcomes: Effectiveness, Outcome Satisfaction, Outcome Extra Effort and of the Transactional styles; the most commonly reported styles included Inspirational Motivation, Individual Consideration, and Idealized Behavior which were discussed previously in this chapter. The Outcome: Effectiveness was described as the leader seeing their ability to be effective in meeting others' job-related needs, representing their group to higher authority, meeting organizational requirements, and leading a group that is seen as being effective (Bass & Avolio, 2004).

Table 5

Descriptive Leadership Style Responses for Low-Low Leaders in Rank Order by Means

Leadership Style	*N*	Minimum	Maximum	Mean	*SD*
Outcomes: Effectiveness	12	3.00	4.00	3.52	0.43
Transformational Inspirational Motivation	12	2.00	4.00	3.48	0.59
Outcomes: Satisfaction	12	2.50	4.00	3.42	0.56
Transformational: Idealized Behavior	11	2.50	4.00	3.36	0.53
Outcomes: Extra Effort	12	2.00	4.00	3.28	0.57
Transactional: Contingent Reward	11	2.25	4.00	3.25	0.51
Transformational: Individual Consideration	12	2.25	3.75	3.25	0.51
Idealized Attributes	10	2.25	4.00	3.15	0.56
Transformational: Intellectual Stimulation	12	1.75	4.00	3.06	0.60
Transformation: Management by Exception Active	12	0.50	2.75	1.60	0.70
Passive Avoidant: Management by Exception Passive	12	0.00	2.00	0.94	0.59
Passive Avoidant: Laissez-Faire	12	0.00	0.75	0.27	0.29
Valid N (listwise)	9				

Note. N = 12.

The most frequently reported leadership styles found among the top, according to rank order, in all four leadership groups (High EC-High CC, High EC-Low CC, Low EC-High CC, and Low EC-Low CC) were Outcomes: Effectiveness and Transformational Inspiration Motivation. Other common leadership styles found to be among the most frequently reported in all leader groups were identified as Outcomes: Satisfaction and Transformational: Idealized Behavior. Each of these were found among the top four most frequently reported used leadership styles in three of the four leader groups. Finally, Transformational: Individual Consideration was found only among the top four of the High EC – High CC leader group while Outcomes: Extra Effort was found only in the top four of the Low EC – High CC leader group.

The least reported leadership styles in all four leader groups were exactly the same styles and in the same ranking order. Leaders from all four groups reported they were least like the Transactional: Management by Exception Active, Passive Avoidant: Management by Exception Passive, and Passive Avoidant: Laissez-Faire.

Qualitative Insights

In addition to the scores that were assigned to the participants based on how they self-reported their level of extracurricular and co-curricular engagement, participants also provided qualitative information to the researcher regarding personal reflections of their pre-administrative preparations. Based on the extracurricular and co-curricular scores that were generated for the participants, with a score of 8 being considered high, 75% of the respondents were scored as having high levels of engagement in either extracurricular activities, co-curricular activities, or had high levels of engagement in both. A multitude of organizations were listed by the participants that provided them with leadership growth and

learning opportunities (Table 6). One consistent organization mentioned often included

church related youth development activities, for example, individuals serving as a member

of a local church board, a Sunday School Teacher, or a Vacation Bible School Director.

Other mention of organizations included individuals being a member of philanthropic

organizations, athletic teams/groups (including some serving in leadership roles such as

being a team captain), Gymnastics, and Student Council/Student Body or other student

government organizations such Boys/Girls State. Co-curricular opportunities participants'

engaged in that were mentioned included, Future Farmers of America, Future Homemakers

of America, Key Club, Band, Orchestra, and Future Business Leaders of America. Other

opportunities for leadership growth and development stemmed from previous participation

in Kiwanis Club, Lions Club, Rotary Club, The Cambridge Group, Regional Teen Institute,

participation in a variety of summer camps, and multicultural workshops.

Table 6

Open-ended Responses of Other Leadership Preparation Opportunities

Extracurricular Activities	Co-curricular Activities	Church Related Activities
Football	Boys State	Baptist Student Ministries
Fellowship of Christian Athletes	Student Council/ Class Officers	Church Camp Director
Basketball	Youth Leadership	Camp JOY Counseling
Baseball	YMCA	Bible School Teacher
Coaching	Future Farmers of America	Youth Church Leadership Team
Captain of a sport	Key Club	Sunday School Teacher
Attend Coaches' Meetings	Multicultural Workshops	Local Youth Ministry
Softball	Bands of America Drum Major Camp	Vacation Bible School Director
Soccer	Leadership Academy	Church Recreation Teams
Sports Officiating	Regional Teen Institute	Children Ministries
	Academic Fraternities	Coordinate Bible Quiz Talent Contest
	Special Education Student Club	Disciple I Training with Church
	Small group leader at college level	
	Drug Free Leadership Camp	
	Cambridge Group	
	Teacher's Aide	
	Literary Society	
	MSTA- Student Officer	
	Volunteer Collegiate Welcome Weekend	
	Newspaper Editor	
	French Club	
	FACS/Future Homemakers of America	
	National Guard/ ROTC	

After identifying some of the organizations they were engaged in, participants were then asked to share how these programs helped them with personal growth in developing their leadership. Respondents again provided a massive amount of comments and explained how beneficial the many opportunities were in developing their leadership skills and abilities. Some of the comments included individuals learning how to operate as a community with people they had never met before, learning to lobby and influence others, learning to help other students, and learning to stand up for what they believe in while making decisions. The engagement in extracurricular and co-curricular activities also provided opportunities for leading committees or service projects, deepening relationships, learning governmental processes, collaborating, developing servant hood qualities, and learning other life lessons they came away with because of their experiences. More specifically, leaders discussed how they benefited from these opportunities by being in charge of financial affairs, planning and preparing curriculum for church camps, coordinating volunteers, cultivating leadership, leading activities, obtaining opportunities for public speaking, experiencing academic success, and by being responsible to train others. Other comments that enhanced participants leadership development are described through their qualitative responses (Table 7) included character education/life skills, leadership in general, service to others, risk management, finance, strategic planning, and being charitable to others.

One leader who participated in the study, when referring to his prior engagement in attending the Band of America leadership camp in junior high and high school commented, "This camp taught me leadership skills that were essential for being a high school band drum major. I took many life lessons away from this experience." Another leader shared the

experience as a Vacation Bible School Director during their sophomore through senior years of high school, "I was contracted to direct local vacation Bible schools in various churches in the surrounding area where I lived. I was in charge of the financial needs as well as the curriculum and finding volunteer teachers/workers."

Preparations for another educational leader led to learned leadership skills through this involvement in Future Business Leaders of America. As local and district President, "I led many activities, many of which meant I had public speaking duties." Similarly, another leader responded that she was in a collegiate women's social and philanthropic organization that helped her develop as a leader. She described this experience allowed her to attend, "Leadership seminars for a leadership position within the organization. The seminar included topics on charity, risk management, and finance."

Finally, another educational leader shared the previous undergraduate experience of being fortunate to attend a leadership course provided to select individuals. "I was one of twenty-two students during a semester at Arkansas State University invited to participate in a leadership class dedicated to cultivating leadership within the University and beyond."

The qualitative insights provided two clear themes indicating that participation in extracurricular and co-curricular activities was helpful in developing their leadership skills and abilities. First, as a participant in the activity and then secondly, coaching or directing these activities prior to assuming their school leadership role was helpful.

Table 7

Leadership Skills Obtained from EC and CC Engagement

Relationships/Communication	Leadership Practices	Management
Character education	Cultivating leadership	Learned how state government works/governmental activities
Service to others	Lobbying and how to influence others	Risk management
How to operate as a community	Strategic planning	Faith-based decision-making
Work with people never met before	Utilizing parent support	Trained to help in youth activities
Discipleship with Jesus	Self-confidence to do more	Came away with life lessons
How to win	Create a vision and rally support	Decision-making under high levels of stress
Mentorship	Dedication to common goal	Financial matters/budgeting
Communicating effectively	Stand for what you believe	Curriculum work
Working as a team	Leadership to head committees	Organization
Dealing with confrontation	Public speaking responsibilities	

Another question asked the participants to rate on a 3-point scale as to how they felt their engagement in extracurricular and co-curricular activities helped to develop and prepare them as a leader. Of the participants who respondent to this question, nearly 60% (44 of 49) of the respondents said it helped their leadership develop significantly while an additional 20% said their engagement helped their leadership develop "somewhat." Slightly less than 20% of the participants reported that their engagement in the activities helped their leadership growth "a little."

A final open-ended question asked the participants to respond to any other information or to provide additional comments to help the researcher better understand their extracurricular or co-curricular preparations prior to assuming their leadership role. A multitude of responses were provided which explained individuals' personal growth and learning of leadership skills that the participants associated to their prior involvement in extracurricular and co-curricular activities. To summarize the qualitative responses that were provided to the researcher, 100% of the responses overwhelmingly supported how the participants had gained leadership skills because of their engagement in prior preparations, trainings, and experiences from extracurricular and co-curricular activities. Two different themes arose from the insights provided by the participants. The first theme evidenced was that participation in athletic and co-curricular experiences as a student was helpful in developing leadership skills and abilities. The second theme evidenced is that coaching or directing extracurricular and co-curricular activities prior to becoming a principal or superintendent was helpful.

One participant asserted extracurricular and co-curricular engagement "assisted me in the skill of developing relationships and the understanding that hard work and dedication

to a common goal is the key to success." Another respondent gave a synopsis of how his trainings prepared him to be mentally tough. He noted:

> I was in the National Guard and ROTC after I graduated high school. That definitely gave me effective leadership skills. You do things that you can't even believe that you can do. Also, in ROTC, you get to lead a platoon in marching/drill and missions during training. You are forced to make decisions during high stress (simulated gun fire) situations.

Another leader shared their personal narrative stating that despite knowing they were never the smartest student, they were always able to organize and lead others through their extracurricular/co-curricular engagement. This engagement in activities allowed them to find their opportunity and strength to contribute. Through their participation in extracurricular/co-curricular preparations, this often lead them to stand out among others, which later helped them feel compelled to lead or be asked by others to lead. Additional comments by a participant in the study included:

> Being involved in athletics through middle school, high school, and then coaching, gives me a good perspective of how everyone must work together to achieve optimum success, and that I learned how to deal with successes and failures of students.

Another leader responded that through his prior engagement in football, basketball, and baseball helped him advance his leadership skills. "I was captain in each sport. This required additional meetings with the coaching staff." An additional comment which emphasized the respondent's learning from their participation in EC and CC activities also included, "Standing up for what you believe in. This is huge in the administrative field."

Another respondent declared, "Experience itself is vital. Having opportunities for trial and error within the safe confines of a more limited leadership scope were huge." A new perspective, both as a participant and as a coach, addressed how their engagement in these activities helped their leadership development in the following:

Participating taught me how to be a team player and how to win. The act of coaching taught me how to create a vision and rally the support for that vision from the players. Coaching also allows for many conversations with players' parents. Dealing with confrontation, diplomacy, and problem-solving as a coach will benefit the administrator down the road.

Another participant shared that because of success with coaching, this provided experiences that helped him later with securing an administrative position. "In my early years, I wanted to be a football and basketball coach. That was where my administrative ambitions started. My success in coaching drew positive attention which helped me secure administrative position later." A third participant shared, "Being a marching band director also helped teach organization skills, budgeting, and building and utilizing parent support."

Another leader responded having a similar theme of how his involvement prepared him to be mentally tough and helped him in making difficult decisions. He stated, "Coaching also helped prepare me for dealing with unhappy parents. Tough decisions must be made, and the experience I gained learning that you can't please everyone has helped a lot."

A final comment, one participant emphasized how coaching provided leadership skills, "Being in a coaching position provided me with necessary leadership skills; the ability to communicate effectively with students and their parents. It allowed me to place a

higher priority on academics for my student athletes which carried over in the classroom for them."

Research Question Two (EC and CC engagement correlated to Leadership Style)

The purpose of research question two was to examine the relationship between MLQ leadership styles (Transformational, Transactional, and Laissez-Faire) and the level EC and CC preparations had on leadership. The researcher wanted to examine if any phenomenon would be revealed based on the level of EC and CC preparations and the possible impact these preparations may have had on leadership.

Extracurricular involvement as it relates to MLQ leadership. Extracurricular represents activities outside the regular curriculum or program of courses including all sporting/athletic activities available or physically involved programs. The leaders' EC score was correlated with MLQ leadership styles using a Pearson correlation. Of the leaders who rated themselves High EC, the analysis revealed there was only one significant score (see Table 8). Outcomes: Extra Effort (OEE), meaning getting others to do more than they expected to do and heightening others' desire to succeed (Avolio & Bass, 2004), had a weak negative Pearson Correlation at -0.29. This means, is the higher scores on EC activities are associated with lower scores on OEE. Passive Avoidant: Management by Exception Passive, even though it was not found to be significant, also trailed OEE with a close to significant, weak negative Pearson correlation of -0.27. All other subscales of research question number two, as it related to EC involvement, were non noteworthy for discussion.

Table 8

Pearson Correlation for EC Score

Leadership Style	*N*	*r*	*p*
Idealized Attributes	42	-0.11	0.49
Transformational: Idealized Behavior	48	-0.03	0.83
Transformational Inspirational Motivation	49	-0.04	0.76
Transformational: Intellectual Stimulation	49	-0.09	0.54
Transformational: Individual Consideration	49	-0.13	0.36
Transactional: Contingent Reward	45	-0.02	0.88
Transformation: Management by Exception Active	46	-0.14	0.37
Passive Avoidant: Management by Exception Passive	48	-0.27	0.07
Passive Avoidant: Laissez-Faire	48	0.07	0.64
Outcomes: Extra Effort	47	-0.29	**0.05***
Outcomes: Effectiveness	48	0.06	0.68
Outcomes: Satisfaction	48	-0.11	0.45

Note. Significance codes: **0.01; *0.05; alpha = .05.

Co-curricular involvement as it relates to MLQ leadership. Co-curricular represents activities related but only complimentary to the official curriculum such as civic or service activities outside the classroom. The analysis demonstrated a significant, negative Pearson Correlation ($r = -.31$) between high co-curricular scores and Transactional Management by Exception –Active leadership style. Management by Exception- Active practices refer to a

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leader who focuses on the mistakes made by followers and directs their attention to the negative and reactive components rather than the proactive issues (Avolio & Bass, 2004). To clarify further, the higher the administrator rated their co-curricular engagement level, the lower they scored themselves on the Transactional: Management by Exception Active leadership style. Therefore, the lower the administrator rated their co-curricular engagement level, the higher they scored themselves on the Transactional: Management by Exception Active leadership practices. Other significant correlations were also revealed with the IA subscale and with Transformational: Individual Consideration leadership styles (See Table 9).

Idealized Attributes (IA) subscale represents the leader practicing strategies that instill pride in others, helping followers go beyond their own self-interest for the good of the entire group; they act in a way that builds their level of mutual respect, and they display a sense of power and confidence (Avolio & Bass, 2004). The analysis of the data presented a positive and significant Pearson Correlation ($r =.33$) between the IA subscale and co-curricular scores. As a result, the higher the leader rated their co-curricular score, the more likely their leadership was associated to Transformational leadership: Idealized Attributes. Therefore, the lower the co-curricular score, the lower the correlation to Transformational leadership: Idealized Attributes.

The Transformational: Individual Consideration leader is described by Avolio and Bass (2004) as being someone who will "pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow" (p. 96). Again, a positive and significant Pearson Correlation ($r = .35$) was noted through data analysis. Therefore, the higher the

administrator rated their co-curricular score, the higher they rated their leadership to be aligned with Transformational practices that include the Individual Consideration. The lower the administrator rated their co-curricular score, the lower they rated their Transformational Leadership: Individual Consideration.

It was also interesting to note that Transformation: Inspirational Motivation, Passive Avoidant: Management by Exception Passive, and then Outcomes: Satisfaction leadership styles were also close to significant measures for the CC scores. Even more interesting to the researcher to note, is there are more correlations evidenced with the CC scores in comparison to the EC scores. Half of the MLQ factors reveal either significant or near significant measures with the CC scores.

Table 9

Pearson Correlation for CC Score

Leadership Style	N	r	p
Idealized Attributes	42	0.33	**0.03***
Transformational: Idealized Behavior	48	0.03	0.83
Transformational Inspirational Motivation	49	0.27	0.06
Transformational: Intellectual Stimulation	49	-0.09	0.54
Transformational: Individual Consideration	49	0.35	**0.02***
Transactional: Contingent Reward	45	0.24	0.12
Transformation: Management by Exception Active	46	-0.31	**0.04***
Passive Avoidant: Management by Exception Passive	48	-0.25	0.09
Passive Avoidant: Laissez-Faire	48	-0.14	0.33
Outcomes: Extra Effort	47	0.17	0.25
Outcomes: Effectiveness	48	0.19	0.21
Outcomes: Satisfaction	48	0.25	0.08

Note. Significance codes: **0.01; *0.05; alpha = .05.

Research Question Three (Significant Differences in Leadership Style Based on EC and CC

participation)

      The researcher ran an analysis comparing the four groups of leaders based upon

their level of engagement in using a one-way ANOVA (Table 10). The analysis performed

was to determine if there were any significant differences in leadership styles

(transformational, transactional, and laissez-fair) between leaders based on extracurricular

and co-curricular participation. The four groups that were compared were: High-High,

High-Low, Low-High, Low-Low. Between groups, the Transformational: Individual

Consideration group revealed to have a significant relationship of ($F(3, 45)=2.89$; $p=.046$).

Table 10

One-way Anova for Leadership Subscales Comparing Low-Low, Low-High, High-Low, and Low-Low Groups

Leadership Subscale	Sum of Squares	Sum of Squares	df	Mean Square	F	p
Idealized Attributes	Between Groups	0.60	3	0.20	0.97	0.42
	Within Groups	7.84	38	0.21		
	Total	8.44	41			
Transformational Idealized Behavior	Between Groups	0.15	3	0.01	0.26	0.86
	Within Groups	8.76	44	0.20		
	Total	8.92	47			
Transformational Inspirational Motivational	Between Groups	0.44	3	0.15	0.92	0.44
	Within Groups	7.25	45	0.16		
	Total	7.69	48			
Transformational: Intellectual Stimulation	Between Groups	0.53	3	0.18	0.61	0.61
	Within Groups	13.01	45	0.29		
	Total	13.53	48			
Transformational: Individual Consideration*	Between Groups	1.42	3	0.47	2.89	**0.05**
	Within Groups	7.35	45	0.16		
	Total	8.76	48			
Transactional: Contingent Reward	Between Groups	0.88	3	0.29	1.11	0.36
	Within Groups	10.78	41	0.26		
	Total	11.65	44			
Passive Avoidant: Management by Exception Passive	Between Groups	1.42	3	0.47	1.65	0.19
	Within Groups	12.58	44	0.29		
	Total	14.00	47			
Passive Avoidant: Laissez-Faire	Between Groups	0.54	3	0.18	1.18	0.33
	Within Groups	6.74	44	0.15		
	Total	7.28	47			

Leadership Subscale	Sum of Squares	Sum of Squares	df	Mean Square	F	p
Outcomes: Extra Effort	Between Groups	1.46	3	0.49	2.14	0.11
	Within Groups	9.79	43	0.23		
	Total	11.25	46			
Outcomes: Effectiveness	Between Groups	0.47	3	0.16	1.14	0.34
	Within Groups	5.99	44	0.14		
	Total	6.45	47			
Outcomes: Satisfaction	Between Groups	0.99	3	0.33	1.58	0.21
	Within Groups	9.25	44	0.21		
	Total	10.25	47			

Note. *The Mean difference is significant at the 0.05 level.

During the analysis, utilizing the One-way ANOVA, the data indicated a significant difference between groups. The research showed Transformational: Individual Consideration leadership style to be significant with a level of 0.05.

Utilizing Post Hoc Tests (See Appendix D) to analyze multiple comparisons within Transformational: Individual Consideration, significant patterns were unveiled when comparing the High-High leader groups to High-Low leader group. The High-Low compared with the Low-High leaders groups yielded significant differences. For the High-High compared to the High-Low, the Mean difference was 0.39 ($p = .02$). This number is in Appendix D but can also be calculated by taking the High-High mean of 3.54 and comparing it to the High-Low mean of 3.15. Similarly, the Mean Difference for the High-Low group compared to the Low-High group is 0.38 ($p = .03$). This number is calculated by comparing the High-Low mean of 3.15 and comparing it to the Low-High mean of 3.52.

Summary

The purpose of this study was to examine extracurricular and co-curricular preparations and the relationship to school leadership styles. The analysis began with an examination of demographic and descriptive information of the participants included in the study. Next, data were analyzed utilizing multiple modalities which included a Pearson correlation, a one-way ANOVA, and then a Post Hoc Tests to examine multiple comparisons.

The results of the study found that for research question one, within each of the four leader groups (High EC-High CC, High EC-Low CC, Low EC-High CC, and Low EC – Low CC), leaders reported themselves as having similar leadership styles in which they utilized most frequently. Of the most commonly reported leadership styles within each of the leader, the most frequently reported leadership style was Transformational: Inspirational Motivation. Additionally, Outcomes: Effectiveness, and Outcome Satisfaction and other Transformational styles of Individual Consideration and Idealized Behavior were also among the top most commonly reported leadership styles. The least reported leadership styles in all four leader groups were exactly the same styles and in the same ranking order. Leaders from all four groups reported they were least like the Transactional: Management by Exception Active, Passive Avoidant: Management by Exception Passive, and Passive Avoidant: Laissez-Faire. According to Bass and Avolio (2004), "Although transformational leaders can be transactional when appropriate, transactional leadership is often a prescription for lower levels of performance or non-significant change" (p. 21).

Research question two correlated leaders' EC score with MLQ leadership styles using a Pearson correlation. Of the leaders who rated themselves high in EC, the analysis revealed there was only one significant score. Outcomes: Extra Effort had a weak negative

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Pearson Correlation at -0.29. In light of this, higher leader scores on EC activities are associated with lower scores on Outcomes: Extra Effort. All other subscales of research question number two as it related to high EC involvement were non noteworthy for discussion.

The investigation of co-curricular scores demonstrated a significant, negative Pearson Correlation between high co-curricular scores and Transactional Management by Exception –Active leadership style. That data indicated, the higher the administrator rated their co-curricular engagement level, the lower they scored themselves on the Transactional: Management by Exception Active leadership style. The reverse of this was also evidenced, the lower the administrator rated their co-curricular engagement level, the higher they scored themselves on the Transactional: Management by Exception Active leadership practices. Other significant correlations were also revealed with the IA subscale and with Transformational: Individual Consideration leadership styles.

The analysis of the data presented a positive and significant Pearson Correlation between the IA subscale and co-curricular scores. As a result, the higher the leader rated their co-curricular score, the more likely their leadership was associated to Transformational leadership: Idealized Attributes. Therefore, the lower the co-curricular score, the lower the correlation to Transformational leadership: Idealized Attributes.

The Transformational: Individual Consideration also unveiled a positive and significant Pearson Correlation through data analysis. As a result, the higher the administrator rated their co-curricular score, the higher they rated their leadership to be aligned with Transformational practices that include the Individual Consideration. The lower the administrator rated their co-curricular score, the lower they rated their Transformational Leadership: Individual Consideration.

Another interesting finding revealed Transformation: Inspirational Motivation, Passive Avoidant: Management by Exception Passive, and then Outcomes: Satisfaction leadership styles also had close to significant measures for the CC scores. Unlike the EC scores, the CC scores disclosed either significant or near significant measures with half of the MLQ factors.

To answer research question three, the researcher performed an analysis comparing the four groups of leaders based upon their level of engagement in using a one-way ANOVA. The analysis performed was to determine if there were any significant differences in leadership styles (transformational, transactional, and laissez-fair) between leaders based on extracurricular and co-curricular participation. The four groups that were compared were: High EC-High CC, High EC-Low CC, Low EC-High CC, Low EC-Low CC. Between groups, the Transformational: Individual Consideration group revealed to have a significant difference.

Additionally, Post Hoc Tests (Appendix D) were utilized to examine multiple comparisons to analyze significant differences on the one-way ANOVA. Transformational: Individual Consideration leadership style indicated a significant difference between the High-High and the High-Low leader groups. Another significant difference was evidenced between the High-Low leader group and the Low-High group.

Qualitative insights offered additional data to the researcher in order to improve the understanding leaders' extracurricular or co-curricular preparations prior to assuming their leadership role and how such engagement enhanced their leadership growth and development. To summarize the qualitative responses provided to the researcher, 100% of the responses overwhelmingly supported how the participants had gained leadership skills because of their engagement in prior preparations, trainings, and experiences from

extracurricular and co-curricular activities. A couple themes arose from the data to indicate

engagement in extracurricular and co-curricular activities was helpful in participants'

development of leadership. First, as participant in the activities, respondents revealed their

engagement impacted development of leadership skills and abilities. Secondly, serving as

coaches or directing extracurricular and co-curricular activities provided an additional layer

of development of leadership skills. Finally, another layer to note that was mentioned

briefly in the data was that within the participant layer, there was an addition opportunity

for participants to serve in leadership roles such as captain, student body elected positions

like president, or drum major in band. These opportunities were not specifically explored

through the survey.

The results of the study were presented in this chapter. Demographic and descriptive

information was also provided. Statistical analyses of the data and findings of the study

were presented in multiple tables and descriptive format. In chapter five, the introduction,

summary of findings, discussion, implications for practice, and recommendations for

further study are found in the final chapter.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

Introduction

Due to the high stakes accountability, the many demands placed on educational leaders and the numerous challenges to meet high expectations for all students, the need for high quality school leaders is more essential today than ever. Coaching and training staff, building relationships, leading change, providing adequate resources, building school climate, analyzing and using data to drive decision making, engaging in reflective practices are among several of the important leadership behaviors and practices necessary to lead effectively. Many of these skills can be transferable from leaders' previous experience in extracurricular and co-curricular activities. According to Marzano et al. (2005), limited research has been done on specific behaviors of effective leaders. Bass and Riggio (2006) recognized the need to better understand the roots of leadership development. Maxwell (1993) stated leadership is learned and develops over time spent in purposeful engagement. By examining leaders prior engagement in extracurricular and co-curricular activities, insight was gained that could contribute to all school districts in regard to their leadership selection process and the leadership behaviors that can be correlated with particular leader types.

The purpose of this dissertation was to first study extracurricular and co-curricular preparations and the relationship to school leadership to better understand possible initial stages of leadership training, growth, and development. Secondly, it is valuable for school districts to know what type of training, skills, or previous experiences are valuable to leaders. Finally, school leaders are faced with cutting budgets and prioritizing how to provide learning opportunities for future leaders, students of today. This information is also

valuable for informing decision-making processes when faced with the possibility of eliminating current student extracurricular and co-curricular programs.

Using the Multifactor Leadership Questionnaire (Avolio & Bass, 2004) and demographic information of select leaders, the researcher examined participation levels of extracurricular and co-curricular activities of leaders prior to them assuming their leadership roles within the school. The researcher aimed to examine specific leadership styles based on extracurricular and co-curricular preparations and make comparisons of any relationships that may be evidenced or significant with current educational leaders.

Summary of Findings

The sample of the study included 150 K-12 public school leaders, in which 49 principals and superintendents actually participated in the study, which provided a return rate of 32.60%. Describing the participants more specifically, 8 were superintendents with one assistant superintendent, 12 were high school principals, 9 were junior high/middle level principals, and 19 were elementary principals. The participants included 29 males and 20 females with an average of 14.69 years of administrative experience. The analysis began with a review of demographic and descriptive information of educational leaders who participated in the study utilizing the PrEP. Based on their level of engagement in extracurricular and co-curricular activities prior to assuming their leadership role, leaders were divided into four leader groups (High EC-High CC, High EC-Low CC, Low EC-High CC, and Low EC-Low CC). Qualitative insights revealed an abundance of responses from participants who reported that their engagement in extracurricular and co-curricular activities contributed to and supported their leadership growth and development.

In addition to participants completing the demographic and descriptive information, they were also prompted to complete the MLQ-5X. This provided the researcher with

leadership profiles of the participants. Therefore, the researcher then utilized this data and examined leadership behaviors based upon the four respective groups (High EC-High CC, High EC-Low CC, Low EC-High CC, and Low EC-Low CC). Finally, data were analyzed utilizing multiple modalities which included a Pearson correlation, a one-way ANOVA, and then Post Hoc Tests to examine relationships within and between the created groups.

The results of the study found that for research question one, within each of the four leader groups (High EC-High CC, High EC-Low CC, Low EC-High CC, and Low EC – Low CC), leaders reported themselves as having similar leadership styles. Even though some of the leadership styles may have been in slightly different order among the top reported styles within each of the groups, the most frequently reported leadership style was Transformational: Inspirational Motivation. Avolio and Bass (2004) asserted, "These leaders behave in ways that motivate those around them by providing meaning and challenge to their followers' work. Individual and team spirit is aroused. Enthusiasm and optimism are displayed" (p. 96). Additionally, Outcomes: Effectiveness, and Outcome Satisfaction and other Transformational styles of Individual Consideration and Idealized Behavior were also among the top reported used leadership styles.

The least reported leadership styles in all four leader groups were exactly the same styles and in the same ranking order. Leaders from all four groups reported they were least like the Transactional: Management by Exception Active, Passive Avoidant: Management by Exception Passive, and Passive Avoidant: Laissez-Faire in that respective order. According to Bass and Avolio (2004), "Although transformational leaders can be transactional when appropriate, transactional leadership is often a prescription for lower levels of performance or non-significant change" (p. 21).

To obtain findings for research question two, the researcher correlated leaders' EC score with MLQ leadership styles using Pearson correlations. Of the leaders who rated themselves high in EC, the analysis revealed there was only one significant score. Outcomes: Extra Effort had a weak negative Pearson Correlation. In light of this, the higher the leader scores were on EC activities were associated with lower scores on Outcomes: Extra Effort. Within the Outcomes of Leadership, the Extra Effort represents the leader who gets others to do more than what they expected to do originally. The leader also raise others' desire to succeed and increase others' willingness to try harder (Avolio & Bass, 2004). All other findings of subscales within research question number two, as it related to extracurricular involvement, were non noteworthy for discussion.

Co-curricular engagement levels related to MLQ leadership also revealed a few more significant findings. The first significant correlation revealed a weak positive and significant Pearson Correlation to the Transformational: Idealized Attributes subscale. To further clarify this finding, the higher the leader rated their co-curricular score, the more likely their leadership was associated to Transformational leadership: Idealized Attributes. Therefore, the reverse is also evident; the lower the co-curricular score, the lower the correlation to Transformational: Idealized Attributes leadership style. Secondly, another weak positive and significant Pearson Correlation was found between co-curricular scores and Transformational: Individual Consideration leadership. Because of this, the higher the administrator rated their co-curricular score, the higher they rated their leadership of Transformational: Individual Consideration practices. Again, the reverse of this is true; the lower the administrator rated their co-curricular score, the lower they rated their Transformational: Individual Consideration Leadership. Finally, a significant, weak negative Pearson Correlation was evidenced between co-curricular scores and

Transactional Management by Exception –Active (MBE-A). To explain this further, the higher the administrator rated their co-curricular score, the lower they scored themselves on Transactional MBE-A. Consequently, the lower the administrator rated their co-curricular score, the lower they scored on Transactional MBE-A.

The researcher performed an analysis comparing the four groups of leaders based upon their level of EC and CC engagement in using a one-way ANOVA to arrive at the findings of research question three. The analysis was performed to determine if there were any significant differences in leadership styles (transformational, transactional, and laissez-fair) between leaders based on their extracurricular and co-curricular participation. The four groups compared were: High EC -High CC, High EC -Low CC, Low EC -High CC, Low EC -Low CC. Between groups, the Transformational: Individual Consideration group revealed a significant difference.

Unlike the findings with the extracurricular scores, the data revealed half of the MLQ factors had either significant or nearly significant relations with the co-curricular scores. This suggests that either co-curricular scores have more ties to leadership or the skills are more comparable to be transitioned to leadership, or that the MLQ does not do an adequate job addressing the teaming components of leadership found in extracurricular activities. For example, leaders with higher levels of engagement in extracurricular activities may tend to be more collaborative or participatory in their leadership approaches and may focus more heavily on team efforts. However, this was not evidenced with the MLQ serving as the leadership inventory utilized.

Additionally, Post Hoc Tests were utilized to examine multiple comparisons to analyze significant relationships on the one-way ANOVA. Transformational: Individual Consideration leadership style unveiled a significant difference between the High EC –

High CC and the High EC –Low CC leader groups. Another significant difference was evidenced between the High EC –Low CC leader group and the Low EC –High CC group. Even though two sets of leader groups revealed a significant difference, the greatest difference was identified between the high EC –high CC leaders when compared to the high EC –low CC leaders.

The qualitative findings revealed that the majority of the participants felt their prior engagement in extracurricular and co-curricular activities helped their development of leadership skills. Several insights were provided to the researcher regarding the many skills participants obtained through their experiences. Character building, communicating, organizing, decision-making, and dealing with conflict were all among many of the skills noted that were learned through the extracurricular and co-curricular engagement.

Discussion

In research question one, leaders from all leader groups (High EC-High CC, High EC-Low CC, Low EC-High CC, and Low EC –Low CC) reported themselves as having similar leadership styles in which they utilized most frequently. The most frequently reported leadership style was Transformational: Inspirational Motivation. Avolio and Bass (2004) asserted, when all levels of managers, students, and projects leaders from around the world described characteristics and behaviors of the most effective leaders who had the greatest influence on them, transformational, with inspirational components, among others, were the most prevalent (2004). Fascinatingly, their findings are consistent with the most prevalent leadership styles found among leaders in this study. Additionally, Outcomes: Effectiveness, and Outcome Satisfaction and other Transformational styles of Individual Consideration and Idealized Behavior were also among the top most commonly reported leadership styles. The least reported leadership styles in all four leader groups were

precisely the same styles and in the same ranking order. Leaders from all four groups reported they were least like the Transactional: Management by Exception Active, Passive Avoidant: Management by Exception Passive, and Passive Avoidant: Laissez-Faire.

In research question two, the leaders' EC score was correlated with MLQ leadership styles using a Pearson correlation, the research data revealed there was one significant score between leaders who rated themselves high EC. Outcomes: Extra Effort had a weak negative Pearson Correlation. This meant the higher EC scores were associated with lower scores on Outcomes: Extra Effort. According to Avolio and Bass (2004), both transformational and transactional leadership are related to the success of Outcomes: Extra Effort. Some might find this is surprising because typically it could be assumed that coaches lead their teams by applying practices that align to what would be expected of the Outcomes: Extra Effort leadership model. Meaning, Outcomes: Extra Effort leadership approach gets others to do more than they are expected to do, is an approach that heightens others to succeed, and increases others' willingness to try harder (Avolio & Bass, 2004). For individuals who engage in extracurricular activities, it would be typical for them to experience this leadership style being applied by their coaches, therefore it would surprising that those with high levels of engagement would have a negative weak correlation to Outcomes: Extra Effort instead of the expected positive correlation.

The investigation of co-curricular scores demonstrated a significant, negative Pearson Correlation between high co-curricular scores and Transactional Management by Exception –Active leadership style. The data indicated, the higher the administrator rated their co-curricular engagement level, the lower they scored themselves on the Transactional: Management by Exception Active leadership style. The reverse of this was also evidenced, the lower the administrator rated their co-curricular engagement level, the

higher they scored themselves on the Transactional: Management by Exception Active leadership practices. Other significant correlations were also revealed with the IA subscale and with Transformational: Individual Consideration leadership styles. The analysis of the data also presented a positive and significant Pearson Correlation between the IA subscale and co-curricular scores. As a result, the higher the leader rated their co-curricular score, the more likely their leadership was associated to Transformational leadership: Idealized Attributes. Therefore, the lower the co-curricular score, the lower the correlation to Transformational leadership: Idealized Attributes.

The Transformational: Individual Consideration also unveiled a positive and significant Pearson Correlation through data analysis. As a result, the higher the administrator rated their co-curricular score, the higher they rated their leadership to be aligned with Transformational practices that include the Individual Consideration. The lower the administrator rated their co-curricular score, the lower they rated their Transformational Leadership: Individual Consideration.

Another interesting finding revealed Transformation: Inspirational Motivation, Passive Avoidant: Management by Exception Passive, and then Outcomes: Satisfaction leadership styles also had close to significant measures for the CC scores. Unlike the EC scores, the CC scores disclosed either significant or near significant measures with half of the MLQ factors. This data for co-curricular engagement overall implies that individuals who engage in high levels of co-curricular activities are more likely to later be associated with transformational leadership tendencies, and less likely to lead with transactional leadership practices.

Another interesting discussion arose with research question three. The researcher performed an analysis comparing the four groups of leaders based upon their level of

engagement in using a one-way ANOVA. The analysis performed was to determine if there were any significant differences in leadership styles (transformational, transactional, and laissez-fair) between leaders based on extracurricular and co-curricular participation. The four groups that were compared were: High EC-High CC, High EC-Low CC, Low EC-High CC, Low EC-Low CC. Between groups, the Transformational: Individual Consideration (IC) group revealed to have a significant difference. Post Hoc Tests were then utilized to examine multiple comparisons to analyze significant differences on the one-way ANOVA. Transformational: Individual Consideration leadership style indicated a significant difference between the High-High and the High-Low leader groups. Another significant difference was evidenced between the High-Low leader group and the Low-High group. In light of this, it was interesting the data revealed Transformational: Individual Consideration had significant differences between groups. Bass and Avolio (2004) described IC, "These leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor" (p. 97). Bass and Avolio (2004) also indicated leaders that practice IC spend time teaching and coaching and help followers develop their personal strengths. These responses are commonly found among coaches or individuals directing clubs, groups, or organizations.

The qualitative piece provided interesting conclusions that encompassed the quantitative data. Remarkably, 100% of the responses overwhelmingly supported how their prior engagement in EC and CC activities had helped them gain leadership skills. The qualitative insights yielded two interesting themes. First, as a participant in the activities, respondents revealed their engagement impacted leadership growth. Secondly, respondents reported their participation in coaching or directing roles of extracurricular and co-curricular activities provided an additional level of development of leadership skills.

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Finally, another layer to note which was mentioned briefly in the responses were that within the participant layer, there were addition opportunities for participants to serve in leadership roles such as captain, student body elected positions like president, or drum major in band. These opportunities were not specifically explored through the survey.

Implications for Practice

Several implications for future practice can be drawn from this research. Of the participants who participated in the study, three-fourths reported at least one area, either extracurricular or co-curricular participations, as being scored by the researcher as a high level of engagement (High EC -Low CC, Low EC -High CC or High EC and High CC). Only one-fourth of the leaders in this study reported being low in both subgroups (Low EC-Low CC). Therefore, based on the sample, it could be implied that three-fourths, which was contrived through the score of 8, of the practicing administrators have had some level of high engagement in extracurricular and co-curricular engagement. High engagement was determined based on leaders self-reporting their engagement levels and was defined by the researcher by utilizing the mean score of 8. The researcher cannot determine typical levels of engagement for the general population, because this study specifically only explored engagement levels of public school administrators. It is uncertain how the score of 8 might compare to a more universal sample, or even to a broad-spectrum population of educators. More research would be necessary to compare what levels of engagement are high for the general population and to be able to make comparisons to the group studied in this research. Regardless of what measure would be typically high for the general population, this study revealed extracurricular and co-curricular engagement had some significant impacts on leadership and had influenced leadership growth and development of the participants leadership styles included in this study.

Leadership styles being most utilized arose among the top of each of the MLQ subscales based on leadership practices that were self-reported. Leaders in all four of the extracurricular/co-curricular subgroups (High EC -High CC, High EC -Low CC, Low EC -High CC, Low EC -Low CC) in the study all reported similar leadership behaviors being among their most frequently utilized, despite some of them being in slightly different order according to highest mean scores. It can be implied by the self-reported sample of administrators, regardless of the level of extracurricular/co-curricular preparations, Transformational: Inspirational Motivation, Outcomes: Satisfaction, and Outcomes: Effectiveness are among the most frequently utilized leadership styles among public school administrators. In addition to this, the leaders in all four subgroups of the extracurricular/co-curricular subgroups reported the least utilized leadership styles in the exact order (Transactional: Management by Exception-Active, Passive Avoidant: Management by Exception-Passive, and Passive Avoidant: Laissez-Faire).

Based upon the qualitative data provided to the researcher, several implications can be drawn from the participants. The qualitative responses overwhelmingly supported the participants engagement in extracurricular and co-curricular activities enhanced leadership practices, development, and growth. Participants shared how their many life lessons and learned skills through their engagement helped prepare them later in life for assuming their administrative positions. It can also be implied that through engagement in extracurricular and co-curricular activities many opportunities exist for practicing leadership in a safe, more confined environment which will be benefited from later in life.

Recommendations for Further Study

The completion of the study provided the opportunity to examine ways to enhance this research or progress with this topic in the future. One recommendation for future study

would be to obtain a larger sample size of administrators to examine other variables. The data in this research were provided by a limited sample size of public school administrators. Because of this limitation, the sample size was not large enough to analyze and compare the varying levels in which the administrator serves. For example, with a larger sample size and slightly different focus of the study, a suggestion would be to investigate the similarities and differences between the various levels of administrators. To further clarify, a recommendation for a future study would be to examine leadership styles and preparations of high school administrators and then to examine leadership styles and preparations of elementary school administrators. After various groups of administrators are leveled and then preparations of each group are identified, the researcher could investigate the differences of leadership styles utilized between the respective groups.

Additionally, the participants in this study self-reported their utilized leadership styles and practices. A design utilizing the multi-rater, 360 degree assessment of the administrator, could provide a greater perspective or more accurate measure of the application of leadership styles. Because leaders might know what the preferred answers are, their responses may not actually reflect how they lead or how they are perceived to lead by their followers or superiors. The 360 degree assessment approach would provide a more comprehensive examination of the leader, which would include a collection of ratings about a leader as well as a comprehensive feedback report (Avolio & Bass, 2004).

Another recommendation for future research would be to hone in at a much deeper level on specific leadership skills and early stages of development. The development of an instrument could be designed to measure learned leadership skills (similar to a pre and post assessment) which would allow the researcher to analyze at a greater level, specific data from learned or influenced behavior from engagement in extracurricular/co-curricular

activities. A recommendation would be to have two groups of students take beginning of year and end of year leadership assessments and then to compare those actively engaged versus those who were not. This could also be examined over the course of several years and growth and development data could be plotted out over long periods.

A qualitative approach could also be taken as the future research could interview people at different stages in their life and compare the responses of those who were engaged in extracurricular and co-curricular activities between those who were not engaged and make comparisons between their learning, leadership, and life skills. It would also be interesting to take a cross section of the general population and to study what is determined as high levels of extracurricular and co-curricular engagement in comparison to levels found in this study of school administrators. Perhaps, utilizing the PrEP for non-school leaders and then non-leaders outside of the educational arena, would be interesting information to obtain to make comparisons on how they score on extracurricular and co-curricular activities. This data may reveal an even greater impact these experiences have on leadership development.

An additional instrument to measure leadership for individuals engaged in extracurricular activities may reveal great correlations to leadership practices. The MLQ and the PrEP provided limited data to unveil the teaming components of extracurricular engagements. Future modifications to the PrEP could be made, or perhaps another leadership instrument could be used for extracurricular engagement that might better elicit leadership components tied to teaming, collaboration, and participatory styles and practices.

Finally, researchers could benefit from analyzing another possible theme which was somewhat evidenced. Future studies could be to explore in leadership within EC and CC

activities. Another layer to explore would be the leadership engagement and opportunities within the extracurricular and co-curricular activities. For example, many individuals who reported they were engaged in activities also reported being engaged in leadership positions within their team, club, or organization serving in lead roles such as, captain of a sport team, drum major in band, or serving as an elected officer in student body. In light of this, calls for research to further develop the PrEP to include subscales that would measure leadership within the EC and CC activities. Further studies on the development of leadership and growth opportunities could provide valuable information for future leadership development.

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APPENDIX A

Cover Letter

Dear Superintendent or Principal:

In order to satisfy dissertation requirements for a doctoral degree in Educational Leadership and Policy Analysis from the University of Missouri-Columbia, I will be studying extracurricular and co-curricular preparations and the relationship to leadership styles. I would greatly appreciate your support in this educational endeavor. If you chose to participate, you will complete electronically the Profile of Extracurricular Preparations (PrEP), a short demographic questionnaire regarding your level of engagement in extracurricular and co-curricular activities and you will be asked to rate your leadership behaviors on the Multifactor Leadership Questionnaire (MLQ 5X short form), a 45 multiple-choice question instrument (electronic version). The survey instruments have been combined into one easy-to-respond format and **will be emailed to you in a couple of days by Mind Garden, an independent publisher of psychological assessments and leadership**. Total time to participate in this study should not exceed 45 minutes.

If you would be willing to participate in the research, please complete the following:
- Read the attached Informed Consent Form.
- Keep an electronic copy of the attached Informed Consent Form with this letter for your records.
- Upon receiving your email by Mind Garden, complete the electronic questionnaire (which includes the PrEP and MLQ in one customized format) and submit it electronically by August 13, 2010. With your submission of the survey instrument, implied consent will be given; therefore the consent form will not need to be emailed back to me unless you would like to receive a copy of the executive summary.

Thank you for considering participation in this research project.

Sincerely,

April J. Hawkins
University of Missouri-Columbia

APPENDIX B

Informed Consent Form

Dear Research Participant:

Thank you for considering participation in my study on extracurricular and co-curricular preparations and the relationship to leadership styles. This study is being conducted in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership and Policy Analysis from the University of Missouri-Columbia.

The purpose of this study, is to examine relationships between extracurricular/co curricular preparations and leadership. This information will be helpful when school districts are looking to hire administrators and may guide the levels of continued professional growth needed for the new hires.

Before you make a final decision about your participation, I need to explain how your rights as participants are protected:

- Participation in the study is completely voluntary.
- You may withdraw from participation at any time you wish without penalty.
- You do not have to answer all of the questions.
- Your answers will be kept confidential. Results will be presented to others in summary form only, without names or other identifying information.
- Your participation will take approximately 30-45 minutes. During this time you will complete a two part electronic questionnaire including a short demographic survey regarding you levels of engagement in extracurricular and co-curricular activities and you will be asked to answer questions about your leadership style.

This research project has been reviewed and approved by the University of Missouri-Columbia Human Subjects Review Committee. The committee believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights and may be contacted at 573-882-9585. This project is being supervised by Dr. Robert Watson, Professor, Educational Administration, Missouri State University (417-836-5000).

Please keep this letter for future reference. Because the survey will be completed online, through your submission, there is implied consent therefore the consent form does not need to be returned to me. You may contact me at 417-299-1905 if you have any questions or concerns about your participation. Thank you very much for your time and consideration.

Sincerely,
April J. Hawkins
University of Missouri-Columbia

I, _____, agree to participate in the study of "Extracurricular/Co curricular Preparations and the Relationship to Leadership Styles," conducted by April Hawkins. I understand that:

- My answers will be used for educational research
- My participation is voluntary.
- I may stop participation at any time without penalty.
- I do not have to answer all the questions.
- My answers and identity will be kept confidential.

I have read the information above and any questions I ask I have been answered to my satisfaction. I agree to participate in this research, realizing that I may withdraw without penalty at any time.

Signed:_____Date:_____

For an executive summary of the study's results provide your email address:_____

APPENDIX C

Profile of Extracurricular Preparations (PrEP)

1. Were you involved in any specialized youth leadership

   training/development or character/spiritual growth opportunities? (Such as

   Leadership, Youth Life, Young Life, Multicultural Workshops, specialized

   summer camps, etc.)

   Please list and describe briefly:

Organization	Describe Leadership Training or Personal Growth Programs

2. To what extent do you feel these opportunities helped to develop or

prepare you as a leader?   _____Not at all; _____A Little; _____ Somewhat;

_____A lot

 (If applicable) Please describe how these opportunities helped you grow or

prepare you for leadership.

_____

_____

3. Check all boxes that apply to your participation.

Extracurricular Activities	Participation Pre-K through 5th grade	Participation 6th through 8th grade	High School Participation	College Participation	Previous Coaching or Leading/Directing, or Sponsoring	Current Participation in Coaching, Leading/Directing, or Sponsoring
Basketball						
Volleyball						
Baseball						
Softball						
Wrestling						
Football						
Hockey						
Swimming						
Golf						
Tennis						
Soccer						
Track or Cross Country						
Fellowship of Christian Athletes						
Dance/Jazz						
Cheer/Pompon						
Other Activity _____ (please list)						
Other Activity _____ (please list)						

Co Curricular Activities	Participation Pre-K through 5th grade	Participation 6th through 8th grade	High School Participation	College Participation	Previous Coaching or Leading/Directing, or Sponsoring	Current Participation in Coaching, Leading/Directing, or Sponsoring
Speech/Debate						
Forensics						
National Honor Society						
Future Business Leaders of America						
Student Council/ Government						
Band/Marching Band/Flags						
Jazz Band						
Choir/Glee Club						
Boy Scouts/Girl Scouts						
Math or Science Club or Competitions						
Majors/Minor Club:_____						
Academic Bowl						
Drama/ Performing Arts						
Political Club/Group						
Other Activity _____ (please list)						
Other Activity _____ (please list)						

4.   Are there other extracurricular or co-curricular activities you were

involved in not mentioned? Please list and describe.

_____

_____

_____

5.   What other information or comments would be helpful in regard to better

understanding your extracurricular or co-curricular preparations prior to assuming a

leadership role?

_____

_____

_____

6.   What is your gender? _____Female _____Male

7.   Years of experience as a professional in the educational arena? ____Years

 of Service

8.   What is your current administrative job

 title?_____

            Please circle what level you administrate?   Elementary   Middle

                                                  Secondary   Superintendent

Post Hoc Tests with Multiple Comparisons for Transformational: Individual Consideration

LSD

Leadergroups (I)	Leadergroups (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
high high	**high low***	0.39	0.16	0.02	0.07	71
	low high	0.01	0.16	0.94	-0.31	0.34
	low low	0.29	0.16	0.08	-0.03	0.61
high low	**high high***	**-0.39**	0.16	0.02	-0.71	-0.07
	low high*	**-0.38**	0.17	0.03	-0.72	-0.04
	low low	-0.10	0.16	0.53	-0.44	0.23
low high	high high	-0.01	0.16	0.94	-0.34	0.31
	high low*	**0.38**	0.17	0.03	0.04	0.72
	low low	0.27	0.17	0.11	-0.07	0.61
low low	high high	-0.29	0.16	0.08	-0.61	0.03
	high low	0.10	0.17	0.53	-0.23	0.44
	low high	-0.27	0.17	0.11	-0.61	0.07

Note. *The mean difference is significant at the 0.05 level.

VITA

April Jean Hawkins was born January 22, 1975, in Flint, Michigan. She graduated from Davison High Schools with honors in 1993, earning an academic varsity letter and eight varsity athletic letters as a three sport student athlete and was actively involved in student leadership roles within various co-curricular activities. Following her high school career, she earned a Bachelor of Science Degree from College of the Ozarks (1998) with a double major in Secondary Education and Physical Education with an endorsement in middle school science. During her undergraduate stint, she was also a two sport collegiate athlete in both basketball and volleyball, worked 15-40 hours a week in the college's work study program, attended ROTC military camp, attended state and national level leadership conferences focused on faith and values, and was actively involved in college life through a multitude of other co-curricular activities. She went on to obtain a Master's Degree from Missouri State University in Secondary Administration with the middle school endorsement (2001), and a Doctoral Degree in Educational Leadership and Policy Analysis from the University of Missouri-Columbia (2010).

April served as a high school and middle school teacher in the Forsyth School District for 2 years while being involved in coaching varsity girls' basketball, volleyball, and softball. She then transitioned to Kirbyville Middle School for 5 years where she served as principal, athletic director, and girls' middle school basketball and volleyball coach. Since then, she has served as the principal of Inman Intermediate in Nixa, Missouri.

Married to Jeffrey Hawkins, April is the mother of three children, Alexis, Jacob, and Kamber. April continues to engage in extracurricular activities as she is active in coaching her three children.