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Evaluation of a Leadership Training Programme for High School Students

by

(Yves Michel Martel)

A Thesis submitted to the Faculty of Graduate Studies and Research through the School of Social Work in Partial Fulfillment of the requirements for the Degree of Master of Social Work at University of Windsor

Windsor, Ontario, Canada

1988
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ABSTRACT

EVALUATION OF A LEADERSHIP TRAINING PROGRAMME FOR HIGH SCHOOL STUDENTS

by

Yves Michel Martel

The purpose of the study was to conduct a comprehensive evaluation of the Leadership Training Programme offered as an extra-curricular activity for interested high school students at Ecole Secondaire Cité des Jeunes in Kapuskasing, Ontario, Canada. Termed as a programme evaluation, sub-typed quantitative-descriptive, this study was both formative and summative in design.

A review of the literature provided an overview of leadership theories, leadership training in general, and leadership training for high school students. The discussion considered the importance and potential impact of leadership training on high school students. Three research questions were developed to assess the overall effectiveness of the programme and provide structure to the research process.

Accessibility and random sampling procedures were utilized in selecting the sample. More specifically, included in the post-hoc study were all available programme participants \( n_1 = 84 \), a randomly selected, matched comparison group \( n_2 = 85 \), the available programme group leaders \( n_3 = 8 \), and the school educators \( n_4 = 40 \). Data collection methods included
interviews, a review of programme manuals, all secondary data, and questionnaires. Using the static group comparison design, the experimental group, the comparison group, and the programme group leaders were administered three self-report scales: the Leadership Inventory, the Leadership Behaviour Checklist, and the Index of Self-Esteem. A programme assessment questionnaire was also administered to the experimental group, the programme group leaders, and the educators.

Statistical analysis of the data from the three self-report scales indicated a significant difference between the experimental and the comparison group as reflected by their scores on the leadership scale and the self-esteem scale. Data also confirmed a statistically significant difference between the programme group leaders and the experimental group.

Results from the experimental group, programme group leaders, and the educators' programme assessment questionnaire overwhelmingly supported the importance of the programme, its positive impact on the student participants, and the need to continue the programme. Results further suggested that the weekend training marathon format using the experiential approach proved to be a most effective method of teaching leadership skills. Findings further demonstrated that not only the participants but also the educators, and the school as a whole benefitted from this programme.

The research concluded that the Leadership Training Programme offered at Ecole Secondaire Cité des Jeunes was effective in teaching high school students to learn and apply leadership skills. Recommendations were made in the areas of funding, organizational structure, selection of programme participants, and on-going programme evaluation.
DEDICATION

This thesis is dedicated to my wife Susanne, for
the strength, encouragement, and understanding
she demonstrated during the past year while
battling alone one of the worst winters in the
history of Kapuskasing, and Pokey our cat,
for being there to rearrange my notes and keep
me in touch with reality.
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Special thanks are extended to the students and teachers who participated in the study and whose co-operation, in many ways, made the study possible. The author wishes to acknowledge the cooperation of Mr. André Paradis, the programme designer and the support of the Kapuskasing District Separate School Board and Ecole Secondaire Cité des Jeunes for granting permission to conduct this study.

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CHAPTER I

INTRODUCTION

Since today's adolescents will become tomorrow's leaders, it is vital that adolescents be taught leadership concepts and skills that will enable them to become effective leaders. If society is to sustain itself, it must provide a mechanism which will allow its youth to assume leadership roles. As far back as in 1938, Jones recognized the importance of teaching adolescents social skills and concepts such as communication, problem-solving, decision-making, and leadership, to effectively deal with the demands of changing social conditions.

These leadership training programmes for high school students evolved from the accepted beliefs that: (a) society needs skilled and ethical leaders (Burns, 1978; Clark, 1973; Naisbitt, 1982; Peters & Austin, 1985; Thompson & Lawrence, 1985; Young, 1986); (b) if today's youths are to become the leaders of tomorrow they have to develop leadership skills and competencies (Book, 1977; Karnes & Chauvin, 1986; Porter, 1981; Sisk, 1985); and, (c) the school, as a miniature society, is an ideal arena for students to learn and apply leadership skills that will prepare them for the greater society (Maher, 1985a, 1985b; Prosser, 1983; Reed & Avis, 1978).

Several studies have shown that direct training in the techniques of leadership tends to improve trainees' leadership and effectiveness in groups. Bosco, Downey and Overholtzer (1987), Eichler and Merrill (1933), Guthrie and Miller (1979), Hyman (1980), Lassey and Sashkin (1983), Vale and Ricker (1979), Young (1986), and Zeleny (1941) found that direct training in leadership skills and competencies, through a formal process called systematic training, turned college students into better leaders. Similarly, Spector (1958) found significant improvement in interpersonal relations among air force cadets as a result of leadership training. Results of studies by R. D. Miller (1969) and Rives and Toseland (1985) indicated that leadership training contributed to an improved attitude towards the importance of the leadership role in trainees. Numerous other research studies such as Fledder and Maher (1979) and Vroom and Yetton (1973), which evaluate leadership training, were discussed in Bass' 1981 book entitled Stogdill's Handbook of Leadership: A Survey of Theory and Research. However, this comprehensive review of the leadership literature contained no contemporary research on the effectiveness of leadership training on high school students.

Mr. André Paradis, a teacher at Ecole Secondaire Cité des Jeunes (a secondary school in Kapuskasing, Ontario), also recognized the importance of leadership training for adolescents.
Since high school students are called upon to assume leadership roles in school activities and committees, the programme designer believed it was important to teach high school students leadership and interpersonal skills to become skilled and effective leaders. Utilizing a weekend marathon format, the Leadership Training Programme at Ecole Secondaire Cité des Jeunes allowed the students to experientially learn and practice specific leadership and interpersonal skills. With the goal aimed at developing leadership skills in high school students, the Leadership Training Programme at Ecole Secondaire Cité des Jeunes consisted of a series of workshops where skills and concepts like communication, problem-solving, decision-making, group work, values clarification, and leadership were taught, applied, and practiced.

To determine the effectiveness of teaching leadership skills to high school students, a comprehensive programme evaluation of the Leadership Training Programme of Ecole Secondaire Cité des Jeunes was undertaken as a topic for research. Three research questions formed the basis of the programme evaluation. First, did the Leadership Training Programme meet its predetermined goals and objectives? Second, did the student participants develop leadership skills as a result of the training? Third, did the student participants' self-esteem improve as a result of the Leadership Training Programme? To answer these three research questions, the programme evaluation was both formative and summative.

In the formative aspect of the evaluation, the administrative chronology and the programme design, as they related to the programme goal and objectives, were described and analyzed. For the summative evaluation of the Leadership Training Programme, a static group comparison research design was utilized as well as the programme group leaders and the school educators. The programme participants, the matched comparison group, and the programme group leaders were administered leadership and self-esteem scales to determine the programme's effectiveness in promoting leadership skills and enhancing self-esteem.
in the student participants. To evaluate specific dimensions of the Leadership Training Programme, the programme participants, the programme group leaders, and the educators were each administered a programme assessment questionnaire.

The results of this comprehensive programme evaluation not only confirmed the effectiveness of training high school students in leadership skills but also supported the concept of including leadership training in the formal educational process.

To focus more clearly on the direction of the research and the formulation of the research questions, Chapter II will provide an overview of the concept of leadership and its different theoretical approaches. The review of the literature will consider the components of leadership training and their potential application to the development of leadership abilities in high school students. Chapter III will examine the design of the Leadership Training Programme. The statement of programme goal and objectives and the programme itself will be described.

Chapter IV will deal with the problem formulation and the research method. In the problem formulation, the research problem will be articulated and the research questions specified. The research questions will not only focus on the programme design but also on the outcome the Leadership Training Programme is assumed to have on the student participants. The classification of the research project and how the research was operationalized will be discussed.

Chapter V will describe and analyze the findings collected from the different samples using various measurement instruments. Chapter VI will present the conclusions and propose recommendations for the Leadership Training Programme presently being offered to high school students at Ecole Secondaire Cité des Jeunes.
CHAPTER II

REVIEW OF THE LITERATURE

The Concept of Leadership

As a universal human phenomenon, leadership stands as one of the most observed but least understood phenomena on earth (Burns, 1978). Not only is leadership a difficult concept to define but it is also the subject of considerable speculation.

Researchers usually define leadership according to their individual perception and to the aspect which most interests them (Bass, 1981). In a comprehensive review of the literature, Stogdill (1974) concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" (p. 7). It is abundantly clear in the literature that no single universally applicable definition of leadership is to be found. Nevertheless, there was sufficient similarity among the different definitions to establish a conceptual definition.

Conceptually, Stogdill (1974) defined leadership as (a) "a function of group process, (b) a personality or effects of personality, (c) the ability to induce compliance, (d) an exercise in authority, (e) a form of persuasion, (f) a set of acts or behaviours, (g) a power relationship, (h) an instrument of goal achievement, (i) an effect of interaction, (j) a differentiated role, and (k) an initiation of structure" (p. 7). While one or many of the commonalities noted by Stogdill might apply to a particular circumstance, no single commonality is universally applicable (Lassey & Fernandez, 1976). Evidently, based on this conceptual definition, any member of a group will demonstrate some kind of leadership. However, theorists such as Bass (1960), Fiedler (1967), Homans (1950), Jenkins (1947), Stogdill (1948), and Stogdill and Shamle
(1955) agreed that leadership could not be explained solely in terms of the individual or the group personality. Rather, they believed that the characteristics of the individual and the demands of the situation interact in such a manner as to permit one or perhaps a few persons from the group to rise to leadership status. During the course of member interaction, the group becomes organized to the extent that its members acquire differentiated positions and roles (Johnson & Johnson, 1975; Stogdill, 1959). With the differentiated positions of members in a group, the leader is expected to play a role that differs from the roles of other group members (Blake & Mouton, 1961; Bowers & Seashore, 1967; Hemphill, 1950; Homans, 1950; Likert, 1967).

Other theorists such as Hersey (1962), Hersey and Blanchard (1969), and Lewin, Lippitt and White (1939) sought to determine the nature of leadership and how it emerges in a group. Increasingly, however, numerous research theorists such as Chadbourne (1980), Johnson and Johnson (1975), Katz and Cohen (1962), Vroom and Yetton (1973), and Yukl (1981) have shifted their attention away from generalizations about the emergence of leadership to focus more on ways to apply relevant leadership theories to the diagnosis of leadership abilities and their applications in leadership training.

Leadership Approaches

Although hundreds of leadership studies have been conducted over the last two decades, according to Spotts (1976), there is presently no single, universally accepted theory of leadership. In fact, many divergent and often contradictory theories have been proposed (Bass, 1981). However, during the last few years, research has reached a point where some consistent findings have emerged (Spotts, 1976). Upon reviewing the leadership literature, three major
approaches are identified. They are trait leadership, leadership styles, and situational leadership.

**Trait leadership.** Possibly one of the earliest approaches for studying leadership can be traced to Plato's *Republic* where three types of leaders were discussed: (a) the philosopher-statesman, (b) the military commander, and (c) the businessman (Bass, 1981; Stogdill, 1974). The underlying assumption of the trait leadership approach was that some persons are natural leaders. These persons were assumed to be endowed with certain traits not possessed by others.

Stogdill (1974) reviewed 287 studies conducted between 1904 and 1970, on personality factors thought to be associated with leadership. In the majority of these studies, the overall approach compared leaders with non-leaders with respect to physical characteristics, personality, and ability (Yukl, 1981).

The primary methods employed by researchers for the identification and study of the personal characteristics of leaders were (a) observation of behaviour in group situations, (b) voting, (c) rating by trained observers, (d) selection by rating or testing of persons occupying positions of leadership, (e) analysis of biographical and case history data, and (f) factorial and multivariate experiments. Various supplementary measures were also employed to determine traits associated with leadership. The measures most frequently used were intelligence and personality tests. In some cases, rating scales, interviews, the Beales' technique of interaction process, and standardized coding were also utilized.

Despite the fact that leadership was not defined, Stogdill (1974) classified the factors found to be associated with leadership under the general headings of: (a) capacity (intellectual), (b) achievement (scholastic and athletic), (c) responsibility (dependability and self-
confidence), (d) participation (sociability, cooperation), and (e) status (popularity and socio-economic). The factors associated with leadership were present in the (a) preschool age, (b) elementary school age, (c) high school age, (d) college age, and (e) adult age group samples utilized in the various studies. From the results, Stogdill (1974) concluded that personality traits alone could not substantiate the emergence of leadership abilities in individuals. In fact, the evidence from the various studies surveyed indicated that leadership appeared to be a complex combination of skills, attitudes, and sensitivity that is developed through participation and interaction with others (Bass, 1961; McNell & Allen, 1984; Petruillo & Bass, 1961). Thus the assumption that people are born leaders has been discredited; it is recognized today that although certain traits increase the likelihood that a leader might be effective in his role as leader, possession of these traits is not necessarily a guarantee of that effectiveness (Yukl, 1981).

**Leadership styles.** Behaviour styles was a second approach examined in the study of leadership. The originators of this approach, Lewin, Lippitt and White (1939), classified leadership into three styles: autocratic, democratic, and laissez-faire. Lewin, Lippitt and White (1939), Lippitt and White (1943), and White and Lippitt (1960) compared the autocratic, the democratic, and the laissez-faire styles of leadership.

The autocratic leader controls the group by establishing rules and giving orders. Tasks are assigned without consultation and members are not involved in the decision-making process (Hare, 1962; Tellier & Tessier, 1968). Despite the authoritarian nature of the autocratic leadership style, some group members accept this type of attitude and choose to submit. Still others refuse to submit to the leader's orders and create hostility. Group members who agree are rewarded by the leader, those who refuse are criticized openly (Beuchamp, Graveline &
Quivger, 1976; Tellier & Tessier, 1968). Consequently, the group is kept in a state of dependency with constant pressure to conform. Due to the task-oriented nature of this leadership style, there is limited room for originality and creativity.

The democratic leader is objective and functional. Out of respect for the freedom of the group, the leader's ideas are not imposed. Instead, the democratic leader suggests methods, techniques, and tools that will enable the group to progress toward the attainment of the desired goal. By offering guidance and help, the leader becomes a cooperative member of the group who not only enhances the group process but also increases the chance of task completion (Beauchamp, Graveline & Quivger, 1976; Hare, 1962; Tellier & Tessier, 1968). With this style of leadership, rules, plans, goals, task-sharing, and activities are discussed and agreed upon by all members of the group (Beauchamp, Graveline & Quivger, 1976; Tellier & Tessier, 1968). Consequently, the group is generally satisfied with the leader. The feeling of belongingness not only fosters the group members' creativity but also increases their motivation to accomplish work of higher quality (Beal, Bohlen & Rendebaugh, 1969; Peters & Austin, 1985; St Arnaud, 1978; Wilson, 1978).

The laissez-faire leader not only refuses to assume any influence over the group but withdraws from the task-sharing. By abandoning his leadership to the group, the leader does not participate unless asked to do so (Hare, 1962; Tellier & Tessier, 1968). This lack of leadership forces the group to organize itself. With many decisions taken individually in the group without the leader's intervention, disorder, chaos, fights for power, and the creation of small groups often occur (Beauchamp, Graveline & Quivger, 1976; Tellier & Tessier, 1968). Consequently, the group may become unproductive. Members often find excuses to withdraw from the group because of their dissatisfaction with the work accomplished or lack thereof (Beauchamp, Graveline & Quivger, 1976; St Arnaud, 1978; Wilson, 1978).
Results of research conducted by Lewin, Lippitt and White (1939), Lippitt and White (1943), and White and Lippitt (1960) indicated that the democratic style was the most effective. However, other authors (Beauchamp, Graveline & Quigley, 1976; Hare, 1962; Liff, 1975; Limbos, 1973; Macdonald, 1962; St Arnaud, 1978; Tellier & Tessier, 1968; Wilson, 1978) suggested that different styles of leadership were effective under different conditions. While certain conditions necessitate an autocratic leadership (crisis situation where the leader assumes control of the group and assigns tasks), other conditions call for a democratic style (when group participation is needed to implement a decision). In some instances, there are conditions that dictate a laissez-faire style as the best approach (when minimum interference is required since the group has all the resources and knowledge to implement a decision) (Johnson & Johnson, 1975; Limbos, 1977; Macdonald, 1962; Tellier & Tessier, 1968; Wilson, 1978).

Since different situations necessitate a specific leadership style in order to achieve goals, an effective leader is one with the greatest degree of flexibility in adapting along a continuum of leadership styles. A leader will move from one end of the continuum (autocratic) to the other end (laissez-faire) according to the situation, the group, and his own personality (Beauchamp, Graveline & Quigley, 1976; St Arnaud, 1978; Tellier & Tessier, 1968; Tannenbaum & Schmidt, 1957; Wilson, 1978).

The desire to identify the most effective leadership behaviour sparked a wealth of research and literature. Bass (1981) classified the results of the research into the following five dichotomies: (a) democratic versus autocratic (the way power was distributed, whose needs were met, and how decisions were made); (b) participative versus directive leadership (refers primarily to how decisions were made); (c) relations versus task-oriented leadership (focuses on whose needs were met); (d) consideration versus initiation of structure leadership
(refers to how decisions were made and how role relationships, tasks, and goals were structured); and, (c) laissez-faire versus motivation to manage leadership (refers to the extent to which leadership was attempted or avoided). Although researchers have borrowed various labels to identify leadership styles, the behaviours described were essentially similar.

According to Bass (1981), Certo (1980), and Stogdill (1974) the leadership behaviour was either centred on the task or centred on the group participants.

Task-centred leadership identifies the leader as one who initiates structure, provides the necessary information, determines the task to be done, issues the rules, promises rewards for compliance, and threatens punishment for disobedience. The task-centred leader uses his or her power to obtain conformity (Bass & Barrett, 1981; Beechamp, Greveline & Quivyger, 1976; Blake & Mouton, 1961; Miner, 1968; St Arnaud, 1978; Teller & Teisler, 1968; Wilson, 1978).

On the other hand, membership-centred leadership considers the leader as one who not only seeks advice, opinions, and information from followers but also verifies decisions and shares decision-making with followers. The membership-centred leader uses his or her power to set parameters within which followers are encouraged to participate in deciding what is to be done (Bass & Barrett, 1981; Blake & Mouton, 1964; Bowers & Seashore, 1967; Likert, 1967).

While there are partisans of both the task-centred and the membership-centred approach, the general dissatisfaction associated with the failure to isolate leadership traits still remains. The desire to identify the ideal leadership behaviour that is invariably applicable across all situations and environment has prompted researchers to focus more on the situation in which leadership occurs (Bass, 1981; Chemers, 1984; Hemphill, 1950; Spotts, 1976).
Situational leadership. The underlying assumption of the third major approach to leadership was the belief that the traits and skills of a leader will vary according to the group and the situation (Bass, 1981; Bird, 1940; Jenkins, 1947; Stogdill, 1948). This assumption led to the notion that given situational factors such as the environment, the organization, the task, and the followers, individuals are capable of emerging with leadership abilities to meet the demands of a specific situation (Burns, 1978; Cartwright & Zander, 1968; Fiedler, 1967; Heller, 1969; Hersey & Blanchard, 1969; Hollander, 1961; McGregor, 1960; Pfeffer, 1977; Stogdill, 1974; Vroom & Yetton, 1973; Yukl, 1981). This notion of meeting the demands of a specific situation not only stems from the belief that leadership is associated with attaining group objectives, but also implies task completion (Blake & Mouton, 1961; Burns, 1978; Fiedler, 1967; Hersey & Blanchard, 1969; McGregor, 1960; Stogdill, 1974; Yukl, 1981). According to Cartwright and Zander (1968), a person occupying a position of leadership was responsible not only for the coordination and completion of the cooperative task but also for the attainment of the common goal.

The first situational theory of leadership to emerge was elaborated by Fiedler in 1967. Known as Fiedler's Contingency Model, this theory rests on the concept of leader flexibility whereby leaders are able to change their leadership style as they encounter different situations. Fiedler and Chemers (1974) believed that changing the organization's structure rather than changing the leader's style to fit the situation was the strategy to overcome obstacles that restricted leader flexibility. Fiedler also stated that when subordinates had a positive level of confidence, trust, and respect for their leader (leader-member relation), the job activity (task structure) would be more structured. The degree to which a leader has influence (position power) over variables such as hiring, firing, discipline, promotion, and wages, will determine the type of leadership behaviour applied, that is, task-centred or
relationship-oriented (Fiedler & Chemers, 1974; Robbins, 1980; Sergiovanni, 1979).

Various other approaches, known as contingency theories, have emanated from Fiedler's Contingency Model. Other contingency-oriented leadership theories have addressed the relationship of leadership decision-making styles to group performance and morale. The best known of these approaches was the Normative Decision Theory introduced by Vroom and Yetton in 1973. The authors not only outlined the ranges of decision-making styles (from a leader deciding without consultation to the leader allowing subordinates to share in the decision-making responsibility) but also specified which of the styles was most likely to yield effective decisions under varying situations (Chemers, 1984).

Other prominent contingency theories included the Path-Goal Theory (House, 1971) and the Life-Cycle Theory of Hersey and Blanchard, elaborated in 1969. The Path-Goal Theory deals primarily with the effects of specific leader behaviour on subordinate motivation and satisfaction rather than with the more general issues of decision-making and performance (Robbins, 1980). From his research, House (1971) concluded that leaders who demonstrated a high degree of direction (structure) were more effective when their subordinate's task was unstructured. The structure provided by the leader helped the subordinate achieve the desired goal. On the other hand, high relationship behaviour (consideration behaviour) achieved more positive results when subordinates were performing boring, routine tasks.

Hersey and Blanchard's Life-Cycle Theory of leadership deals with the interplay between (a) the task behaviour a leader gives, (b) the relationship behaviour a leader provides, and (c) the maturity level of the followers (Certo, 1980). According to Hersey and Blanchard (1969), task-behaviour is the extent to which a leader engages in one-way communication by explaining what each group is to do as well as when, where, and how tasks
are to be accomplished. On the other hand, relationship-behaviour is the extent to which a leader engages in a two-way communication by providing socio-emotional support to group members. The overarching factor in the interplay between task-behaviour and relationship behaviour is maturity. Hersey and Blanchard (1969) defined maturity as the ability of the followers to perform their job, to assume responsibility, and achieve success.

People have varying degrees of maturity depending on the specific task, function, or objective a leader is attempting to accomplish through their efforts (Certo, 1980). The Life-Cycle Theory of leadership suggests that a leadership style will be effective only if it is appropriate for the maturity level of the followers.

All contingency theories assume that there is no one procedure for making decisions and that the most effective leadership style will depend on the characteristics of the situation (Chemers, 1984). Kerr, Schriesheim, Murphy and Stogdill (1974) found that situational variables such as (a) members' need for information, (b) their job level, (c) their expectations of leader behaviour, and (d) their perceived organization independence, can have considerable impact on the leader's style of leadership.

The work undertaken by Fiedler shattered both the assumption that leaders were born, not made and the notion that one was limited to one leadership style. Research conducted over the last twenty years contributed significantly to the growing body of leadership knowledge. From these research findings, definite similarities can be found. Some of the similarities in contemporary leadership theories noted by Chemers (1984):

(1) centre around a situational perspective;

(2) differentiate between leadership behaviour, leadership style, and decision-making;

(3) identify situations where specific leadership styles are more likely to be successful;
(4) attempt to predict and control appropriate leadership behaviour;

(5) integrate relation-oriented behaviour and task-oriented behaviour according to what the situation dictates; and,

(6) indicate that the successful attainment of a goal is directly related to the leader's ability to foster support from the group members.

The knowledge gained from the extensive research on leadership has important implications for future leaders. The research provides a foundation for further studies and anchors leadership concepts within its own theoretical framework. From this knowledge base, future leaders can learn and apply leadership knowledge to improve their leadership skills. One increasingly popular approach to improve leadership skills is leadership training.

**Leadership Training**

Training is a systematic learning process in which capacities and skills are taught. It is the most widely used method for preparing individuals for leadership positions and improving leadership skills (Bass, 1981; Harvill, Messon & Jacobs, 1983). Since individuals do not perceive themselves as others see them, it is difficult to change one’s leadership behaviour at will or in a way that will be apparent to members of the group (Bass, 1981; Fiedler, 1967; Mitchell, 1970). The need to modify an individual’s leadership behaviour in order to become more effective has given rise to leadership training. Leadership training teaches leaders (a) to understand, develop, and apply appropriate leadership styles (Cartwright & Zander, 1968; Sergiovanni, 1979; Tannenbaum & Schmidt, 1957; Wilson, 1978) and (b) to modify their situation to bring about improved organizational performance (Blake & Mouton, 1966; Fiedler, 1967; Hersey & Blanchard, 1969).

The need and value of leadership training was apparent in the earliest reports of
leadership training in industry and the armed forces (Dietz, 1943; Foster, 1929; Greenly & Mapal, 1943; Miller, 1943; MacKechnie, 1944; McFeely & Mussmann, 1945). As the leadership knowledge base increased over the decades, various programmes were designed and evaluated to train individuals to become more successful leaders in specific leadership approaches (Bass, 1981; Fiedler & Maher, 1979; Vroom & Yetton, 1973; Yukl, 1981).

Various training programmes have been devised to train leaders in specific leadership approaches. The University of Michigan pioneered survey research feedback to increase democratic leader behaviour (Bass, 1976; Solomon, 1976). Vroom and Yetton (1973) focused on a programme that taught appropriate use of participation and direction. Fiedler and Maher (1979) designed a programme that enabled managers to change the organizational structure in order to deal with situations that restrict leader flexibility. Hersey and Blanchard (1969) introduced a programme for managers to enable them to become more effective in their interactions with others. Some researchers focused on increasing the consideration behaviour of supervisors (Fleischman, 1953), while others designed their programmes to motivate managers to lead more effectively (Miner, 1965).

Despite the fact that leadership training was becoming increasingly popular, it is only recently that its effectiveness has gained recognition. Recent studies by Yukl (1981) indicated that many large companies have used leadership training programmes to improve managerial skills. The studies included untrained control groups as well as experimental groups receiving training with some external measure of behaviour change or performance improvement. All the studies dating from 1953 to 1979 indicated significant improvement in managerial skills, in leadership behaviour, and in the strengthening of managerial motivation based upon participation in leadership training programmes (Riegel, 1952; Selvin, 1960; Yukl, 1981).
Leadership training methods. Various methods are used in training programmes to facilitate the learning of leadership skills. The various methods include (a) lecture and discussion, (b) role-playing, (c) simulation, (d) computer-assisted and programmed instruction, (e) sensitivity training, (f) behaviour modeling, (g) on-the-job leadership training, and (h) videotaped demonstrations.

Among available methods, the lecture format is the least popular with training directors because of its limited overall effectiveness in developing leadership skills and competencies (Carroll, Paine & Ivancevich, 1972). Most leadership training programmes rely heavily on discussion groups even when lectures, films, and other didactic methods are used. While lectures stimulate thinking and provide information, Levine and Butler (1952) suggested that discussion of issues in small groups was likely to be more effective, especially if attitudes must be changed before the new methods will be accepted and adopted by trainees. Berlund (1955) also demonstrated that in comparison with a control group, trainees given discussion leadership training (a) improved in leadership quality in group discussion, (b) regulated participation more effectively, and (c) exhibited greater ability to resolve conflict in group discussion. Argyris (1965) used lectures and case discussions in a leadership training of senior executives. While no significant changes followed the lecture, some measure of skills in interpersonal relations improved after the case discussions. In two separate studies, Meier (1953, 1963) described the effectiveness of training using problem-solving discussions. According to Allen (1957), discussions provided experience in working with others to reach decisions. This experience promoted the leadership potential of its members by preparing them to use group discussion as a means of reaching effective decisions. Riegel (1952) also added that case discussions provided members with an opportunity to think about common leadership problems in an objective way. The need to study issues in terms of possible causes
and effects was emphasized. Trainees learned to exchange and evaluate each other's solutions to
the discussed leadership problems. They increased their awareness of the need for more than
simple answers to complex problems (Bass, 1981; Robbins, 1980; Sergiovanni, 1979).

A second method used to facilitate the learning of leadership skills is role-playing. The
role-playing method of Lippitt (1943) and Lippitt, Bradford and Benne (1947) required
participants to act out various leadership problems under different conditions which included
audience participation in the discussion. Since interpersonal skills were difficult to teach
using lecture and discussion, Bradford and Lippitt (1952) suggested using role-play to help
produce the ability to behave in the desired way. Lonergran (1958) observed that participants
in role-playing tended to regard it as beneficial in increasing their understanding of human
relations problems. Mann and Mann (1959) demonstrated that students improved more in
interpersonal adjustment after role-playing than after group discussion.

Role-playing offered many possibilities in leadership training. According to Lippitt,
Bradford and Benne (1947) and Bass (1981), role-playing provided trainees with (a) an
opportunity to practice what they eventually have to do, (b) a diagnostic technique, (c) an
opportunity for group discussions, (d) an opportunity to become aware of and examine one's
own leadership abilities, and (e) a format for testing different ways of solving problems.
Role-reversal and multiple role-playing were aspects used to encourage awareness of leader-
follower roles.

Simulation techniques and simulation games were adaptations of the role-playing
techniques that have been used in the training of effective organizational leaders. Simulation
techniques were real leadership situations recreated by means of simulation. For example,
the in-basket simulation consisted of a booklet that reproduced the contents of a manager's
in-basket along with some general information about the organization in which participants
were located. Each trainee had to decide what actions were necessary to dispose of the items before leaving on a trip. A meaningful performance was associated with a good sense of priorities, planning, and the appropriate use of available information (Zoll, 1969).

Simulation games were organizational, institutional, and business games utilizing real life situations. Trainees had to make sequential decisions and cope with the consequences (Leavitt, 1975; Leavitt & Bass, 1964).

Hauesser, Blaiwes, Weller and Spencer (1976) utilized computer-assisted instruction (CAI) to teach interpersonal skills to U.S. Navy commanders. Hauesser and Spencer (1975) applied computer-assisted instruction to interpersonal skills training in feedback, communication, goal setting, problem-solving, decision-making, effective rewards and punishments, and the use of power and authority. Results of two applications of CAI indicated that acquisition of these skills was effectively achieved. However, despite its potential, applications to leadership training are limited because the cost of CAI is prohibitive (Bass, 1981).

Sensitivity training as well as instrumental and packaged sensitivity training have also been applied in training programmes. Essentially, sensitivity training, as initiated by Lewin in 1947, is a type of discussion group where the participants have the opportunity to initiate structure when it is not provided by the group trainer. The situation gives participants the opportunity to attempt new ways of applying various leadership functions, tasks as well as maintenance activities useful to the group. Immediate feedback enhances the learning of leadership skills. The participant-observers reinforces the attempts that are successful and indicates the inadequacies of other less successful attempts to lead.

Sensitivity training programmes and its variants attempt to accomplish one or more of the following changes in attitude or behaviour on the part of the trainee leader: (a) a greater
sensitivity to follower needs and desires; (b) greater openness and sharing of information; (c) greater sharing of decision-making responsibilities with followers; (d) more intimate, friendly and equalitarian interaction with followers; and, (e) less autocratic behaviour with followers for productive output (Dies, 1985; Lewin, 1947; Pearson, 1981, 1985).


Behaviour modeling, devised by Bandura (1977), facilitates the learning of specific leadership behaviour by placing emphasis on the role of observational learning in behaviour acquisition. In behaviour modeling, the learning experience occurs by observing other people's behaviour and its consequences on them. This technique enables trainees to integrate patterns of behaviour without having to acquire them through trial and error. As a result, leadership trainees tend to be more attentive and motivated in organizing what is to be learned if they are provided with models beforehand. Learning increases significantly when the consequences of a model's behaviour are highly valued. Observational learning not only enables the leadership trainee to acquire integrated patterns of behaviour but also to learn skills deemed necessary to adequately fulfill a leader's responsibilities (Bandura, 1977; Goldstein, 1980). From his study of the efficacy of systematically training group leaders using defined leadership skills in group interaction, Douglas (1977) found that leaders employed leadership styles consistently and appropriately.

On-the-job training is a formal training effort that focuses on teaching skills to the leader trainees within their work assignment. Coaching is probably the most common
management training procedure. Superiors use consultation to solicit subordinate reactions, then offer advice on how the subordinates should deal with the question. Coaching has been applied successfully to leadership and human relations training (Waxley & Nemeroff, 1975). Job rotation, transferring trainees from one job to another to provide a variety of educational experiences is another method of leadership training (Lawler, 1964; Maier, Hoffman & Read, 1963). Feedback about performance on the job is critical and plays an important part in leadership training (Bass, 1976; Solomon, 1976). Baxter (1953) reported that survey feedback promoted more improvement than other developmental interventions such as sensitivity training or individual consultation.

The use of videotape and videotape feedback of role-plays has become increasingly an integral part of leadership training since the early 1970s. Videotape serves as a valuable staff development tool in assisting administrators to understand, develop, and apply appropriate leadership styles (Fiedler, Chemers & Mahar, 1976; Hervil, Masson & Jacobs, 1983; Pearson, 1985). King (1966) found that learning from the critical analysis of videotape replay was more effective than merely reading training material about the same issue.

Researchers reviewing the outcomes of various leadership training studies found a significant increase in leader skills and knowledge, and an improved attitude toward the importance of the leadership role (Bass, 1981; Canter, 1951; Holland, 1964; Kotter, 1948; Maier, 1963; Miller, 1969; Mjøld, 1947; Yukl, 1981). Other researchers (Barlund, 1955; Bass, 1981; Hart, 1975; King, 1966; Maier, Hoffman & Read, 1963; Peters & Waterman, 1982; Rice, 1965) investigated factors that influence the outcome of leadership training. Factors found to influence behavior after training were (a) the personal attributes of the trainee, (b) the composition of the training group, (c) the follow-up
strategies, (d) the behaviour of the trainer, (e) the performance of the groups they lead, and (f) the congeniality of the environment to which the person returns.

While both method and content of leadership training may be central to what is learned, some individuals profit more from leadership training than others (Klubeck & Bass, 1954). Therefore, to encourage a more positive outcome of leadership training, the trainer must be sensitive to group dynamics and adapt the communication style accordingly (Bass, 1981; Bosco, Downey & Overholtzer, 1987; Carta, 1980; Fiedler, Chemers & Mahar, 1976; Hersey & Blanchard, 1969; Masson & Jacobs, 1980; Robbins, 1980). Bosco, Downey and Overholtzer (1987) believed that a successful outcome lies in the trainer preparation and the establishment of group purpose. The key to successful leadership training is to include the following techniques: (a) brainstorming, (b) creative problem-solving, (c) communication skills, (d) group-maintenance skills, and (e) group members' participation. Since leaders and followers exchange roles over time, there are no sharp boundaries between the role of the leader and that of the follower (Bosco, Downey & Overholtzer, 1987; Burns, 1978). In fact, according to Hollander and Webb (1955), their characteristics are often similar. It is, therefore, necessary to identify the importance and responsibilities of the group member.

Applications of leadership training. The introduction of effective training methods and the accumulation of knowledge about leadership training effectiveness has enabled human relations training to become increasingly successful (Yukl, 1981). Due to its widespread recognition, the millions of dollars poured into leadership training each year by organizations has accrued (Robbins, 1980). Even though, initially, the heaviest continuing investment in leadership training occurred at all levels for military leaders and management personnel, other special training programmes have begun to emerge in the leadership literature (Bass,
1981; Certo, 1980; Chemers, Fiedler, Lekhavanada & Stolourow, 1966; Hood, Showel & Stewart, 1967; Robbins, 1980). Katz and Cohen (1962) described how a leadership training programme was designed to increase self-confidence within a Black community. Charleston, Gorospe, McDonald and Wolfe (1985), Richardson and Feldhusen (1984), and Roupe and Tippeconnic (1987) clearly articulated that allowing youth to develop skills to fill leadership roles in society had become a priority for native Indian people. Harragan (1977), Hart (1975), Martin (1985), Shavlik and Bernstein (1986), and Stake (1983) depicted how numerous programmes to train women as leaders have been designed, established, and evaluated. Nowhere, however, has the importance of leadership training known such a significant increase in recognition than among American colleges and universities.

Leadership activities with students include a wide range of credit and non-credit courses, workshops, and training programmes either for specific, targeted groups or for the general population (Barst, Hand & Kress, 1985; Frigault, Maloney & Trevino, 1986; Martin, 1985; McNeil & Allen, 1984; Poremski, 1987). Programme commonalities include (a) interpersonal skills, (b) leadership theory and skills, and (c) context for application of leadership theory and skills. Martin (1985) remarked that leadership training which focused on interpersonal skills, leadership theory, lifestyle, and the motivation to be a leader resulted in increased self-esteem and self-confidence in trainees.

While leadership training is increasingly being recognized and its benefits heralded, the leadership literature indicated that few secondary schools in North America have included the concept of leadership education as part of the curriculum. If schools are to prepare youth for roles in society, then an understanding of leadership concepts and the learning of leadership skills are important issues that need to be addressed (Clark, 1973; Husted, 1987; Maher, 1985b; Naylor, 1986; Oaks, 1985; O'Brien, 1987; Porter, 1981;
Leadership Training for High School Students

While Great Britain has long considered leadership training an important component of its education (Burns, 1978), it is only in the last decade that leadership training for high school students has been increasingly recognized in North America. Over the last five years, authors such as Chauvin and Kernes (1984), Husted (1987), Meher (1985b), Naylor (1986), Richardson and Feldhusen (1984), Roupe and Tippecorn (1987), and Sisk (1985) have described the positive effects leadership training has had on high school students. As a result, they believe that, if schools are to prepare future leaders, teaching leadership concepts should be an important part of their mandate.

The earliest research on leadership training in primary and secondary school settings was reported by Thorndike (1916), Meyers (1923), Hastings (1926), Crouch (1926), Nash (1927), and Lavoy (1928). Others, like Thompson (1944), Fretwell (1919), Mayberry (1925), Elchler and Merrill (1933), and Zeleny (1941) also conducted research with high school students, but like other investigations undertaken between 1904 and 1947, they focused primarily on the personality traits of students to substantiate the trait theory of leadership. In a study conducted in 1962 and based on Lewin’s ideas about leadership, Healy found that training school children using a democratic leadership style not only improved their leadership potential and academic achievements but also improved their social insight and self-perception.

A review of the literature on recent leadership training programmes for high school students reveals that these programmes have assumed various focal points. However, after careful analysis, it is noted that the programmes reviewed in the literature seem to converge
on four types of classifications. The four types of leadership training classifications are (a) leadership training for gifted students, (b) leadership training curriculum, (c) leadership training workshops, and (d) specific goal-oriented leadership training programmes.

Leadership training for gifted students. One of the types of leadership training programmes that was designed for secondary school students in gifted education is the Executive Internship Program. Based on a situational leadership theory, this programme consists of an internship during which students are placed with key decision-makers in business, government, the arts, the media, sciences, and other related fields to experience organizational leadership in real settings. This programme includes four days with their mentors and a fifth day in management, decision-making, and administrative seminars (Sisk, 1985).

Project Odessey in New Jersey and Project LEAD in Iowa also made use of the internship format. As part of their programme, students are prepared with a background in leadership skills such as communication, problem-solving, and decision-making and then placed with resource people in the community in order to observe leadership qualities and to gain insight into various leadership styles (Sisk, 1985). Other programmes, like the Leadership in Action Youth Program and the Oakland Junior High School Interdisciplinary Leadership Training Program, are also designed to enhance leadership skills through practice and experience. These two programmes provide the students with the opportunity to learn decision-making skills and to apply them at a week long interdisciplinary seminar (Gonsalves, Grimm & Welsh, 1981).
Leadership training curriculum. The rationale for including leadership training as part of the school curriculum not only stems from society's need for skilled and ethical leaders but also from the students' growing involvement in the decision-making process during the course of their academic careers. (Roupe & Tippecanoe, 1987; Thompson & Lacerenza, 1985). It has been noted that, as early as elementary school, some students seek and are awarded positions of responsibility. The last ten years has seen student involvement and participation in decision-making increase at all levels of education. A growing number of young people work alongside adults as members of student-faculty committees, school-community task forces, and local school boards. However, only sporadic efforts have been made to formally prepare them to become effective leaders. If a leadership curriculum providing a theoretical background of leadership skills was available, the contributions of these students could be greatly enriched (Maher, 1985b; McNeil & Allen, 1984; Naylor, 1986; Thompson & Lacerenza, 1985; Webb, 1987).

It is exactly with this intent that leadership courses are now being offered at the secondary level. In some cases, leadership courses serve as a foundation for students with little or no practical experience. These are often followed by an advanced course in which theory and practice are combined and offered to students wishing greater enhancement of skills (Maher, 1985e; Porter, 1981). Furthermore, in some instances, when leadership courses are offered, elective or social sciences credits are awarded. Although to a certain degree, some knowledge of leadership skills is expected from students at various stages of their school careers, the typical high school curriculum seeks to provide a structured opportunity for high school students to master basic leadership competencies. According to Porter (1981), it is the school administrator's responsibility to recognize the need for leadership instruction and to work toward the development and implementation of a suitable curriculum to meet this
need.

In the Harri County School District in South Carolina and at Lakeland High School in Shrub Oak, New York, teaching leadership skills and competencies has been recognized as enhancing a student's chances for success in all areas of life. The programme was found out only to increase a student's desire to improve themselves but also to improve the school's atmosphere, transforming it into a healthy and supportive environment (Maher, 1985b; Porter, 1981).

**Leadership training workshops.** In another type of leadership training approach for secondary school students, the extra-curricular workshop style has been adopted. An example of this particular style of training is the High/Scope Summer Workshop for teenagers at Ypsilanti, Michigan. Founded in 1963, this seven week workshop brings together an international group of adolescents ranging in age from 12 to 17. According to Hohmann, Hawker and Hohmann (1982), if adolescents are to assume an active role in a group as either members or leaders, they must be given the opportunity to develop the necessary interpersonal skills that are considered critical to both roles. During this seven week workshop which is under the guidance of college-age students and professional staff, workshop participants build a cooperative community that utilizes arts, sciences, and physical work as vehicles for the development of socially meaningful groups. Using a leader-member approach to leadership development, group leaders and group members are equally active in setting and achieving group goals. As different tasks and problems arise, various individuals assume leadership roles according to their experience and ability. As the tasks shift, the participants alternate between leader and member roles, thus remaining active participants in the group process.
Many other extra-curricular programmes offer leadership training. Some of the better known programmes include the Junior Statesmen Program, the Distributive Education Clubs of America (DECA), the Junior Achievers of America (JA), the Future Farmers of America (FFA), the 4H-Clubs, and the Vocational Student Organization (VSO) (Cox, 1985; Dubes, 1985; Gason & Carter, 1987; Meyer, 1986; Prosser, 1983). While each has its particular design, all these extra-curricular programmes seek to enable high school students to acquire the necessary leadership knowledge and skills for active and informed participation in public affairs.

Specific goal-oriented leadership training programmes. The specific goal-oriented leadership training programme is another approach that has been applied with high school students. This particular approach focuses on teaching leadership skills and competencies to a selected group of students in order to achieve a specific goal or resolve a particular problem.

In Northern California, the Conflict Management Student Leadership Program is an application of this training approach. In their description of the programme, Reed and Avis (1978) outlined how seventy-five selected students, trained in leadership skills for seventy-two contact hours, were successful in reducing student conflicts that resulted in violence and vandalism in the public school system of Northern California. Similarly, this approach was utilized to create the two day Perrysburg High School Officers Training Seminar. Designed to alleviate the problem of deterioration of student leadership in the school, the programme sparked interest in school activities and enhanced school spirit (Calvin, Walton & Ricard, 1985). La Source in Hearst, Ontario, is another programme with a particular training goal. Their 48 hour leadership training programme was designed to teach adolescents how to assume the responsibility of meeting their social needs and interests (Albert, 1983). The Student
Leadership Institute is another application of the specific goal-oriented programme approach to training. In a week-long workshop at Indiana University, high school student leaders apply problem-solving and decision-making techniques in an effort to find solutions that will reduce damage done to school property as a result of vandalism (McQuigg, 1984).

In Houston, the goal-oriented approach to leadership training was successfully utilized to improve the system's "drop-out and push-out" problem. Students with poor attendance records and low school performance were selected and trained in leadership skills. Upon completion of their training, they were returned to their multi-ethnic school campus with the task of improving student attitude towards authority and to prevent school drop-out (Marion, 1979). In a different application of the programme, Perry, Klepp, Hawkins and Murray (1986) described how peer leaders trained in leadership skills were instrumental in effecting a smoking and chemical abuse prevention programme.

While some training programmes attempted to resolve specific school problems, other leadership training programmes using this approach were designed to enhance particular school functions. Two such programmes are the Bark Lake Athletic Leadership Camp and the Lake Couchiching Leadership Camp. The three week Bark Lake Athletic Leadership Camp, sponsored by the Ontario Ministry of Tourism and Recreation (1982) and other organizations, initiates selected student athletes to leadership skills they can apply to sports committees in their school. The week-long Lake Couchiching Leadership Camp, sponsored by the Ontario Ministry of Education and other organizations, trains high school student council members in leadership skills and competencies enabling them to become effective leaders in their school.

From the available descriptions of the above mentioned leadership training programmes several commonalities emerged. Most leadership programmes promote leadership theory and skills, effective listening and communication skills, problem-solving skills, decision-
making skills, skills that would enhance self-confidence and self-esteem, the ability to work and interact with group members effectively, an awareness of an individual's own strength and weaknesses, and the development of leadership skills through practice and experience.

**Importance of Leadership Training for High School Students**

Leadership training for high school students has been considered important for two reasons: it promotes the development of future leaders and it enhances further research in leadership training. With regard to developing future leaders, corporations have known and understood the fact for some time. Each year they spend millions of dollars on leadership camps for students (Husted, 1987; Martin, 1985). While Porter (1981), Plowman (1981), Schuh and Levety (1983), and Sisk (1985) acknowledge the fact that leadership training is important for high school students, they also believe that the responsibility of training future leaders lies first with educators. Authors like Huckaby and Sperling (1981), McNeil and Allen (1984), Naylor (1986), Plowman (1981), Sisk (1985), Vertiz, Fortune and Hutson (1985), and Webb (1987) further support this contention that, it is the role of the school to promote leadership development. Through curricular or structured activities, schools should provide students with knowledge, attitudes, and skills that will enable them to emerge as effective leaders (Sisk, 1985). As a microcosm of society, the school is considered an ideal arena in which students can engage in serious social learning (Porter, 1981; Prosser, 1983; Reed & Avis, 1978). Not only would an effective leadership training programme and curriculum help an adolescent consolidate an identity at a time of trying new roles with respect to others, but it could also promote: (a) the attainment of important leadership attributes, (b) a sense of responsibility, (c) the ability to accept these responsibilities, (d) an awareness of self and of the environment, and (e) a spirit of

Leadership training for high school students is also considered important because of the research evidence it will generate. Because uniform and reliable guidelines for leadership programmes do not exist, there is a need to accumulate research evidence in order to establish a conceptual framework and to contribute to the development of more effective ways of preparing leaders (Bass, 1981; Plowman, 1981; Stogdill, 1974). Evaluations of adaptations or modifications of existing leadership programmes would not only advance leadership knowledge but would also greatly further the field of leadership research. Only through such evaluations will it be possible to construct from the conceptual framework of leadership knowledge, leadership training models sufficiently flexible to be applied to distinctive types of groups or persons, particular environments, or specific situations (Fiedler, 1967).

Summary

From the body of knowledge that constitutes leadership's theoretical framework, the literature reveals that leadership knowledge and skills have been successfully learned and applied using various training techniques. While training in leadership skills has increasingly been recognized as being effective in enhancing leadership and interpersonal skills in adults and college-age students, its application to high school activities is still in its infancy. The lack of uniform and reliable guidelines as well as limited research in measuring the effectiveness of existing leadership training programmes for high school students has delayed its progress.

It is in recognition of this need to address the issue of effectiveness that the evaluation of the Leadership Training Programme at Ecole Secondaire Cité des Jeunes is undertaken. As part
of the comprehensive evaluation of the programme, the content and the outcome of the programme will be assessed and discussed. While the study does suggest possible recommendations to this specific leadership training programme, the knowledge gained from this evaluation may lead to the development of guidelines for other leadership training programmes for high school students.

In the following chapter, the programme design will be described. An outline of the programme goal and objectives followed by a brief description of its design and content will provide an overview of the Leadership Training Programme offered at École Secondaire Cité des Jeunes.
CHAPTER III

PROGRAMME DESIGN

In this chapter, the Leadership Training Programme, herein referred to as LTP, of Ecole Secondaire Cité des Jeunes in Kapuskasing, Ontario, will be described. Included in this description will be an outline of the goal and objectives of the LTP followed by the design of the weekend training programme. As well, a brief description of the Kapuskasing community is necessary in order to gain an appreciation of the social context of the setting.

Description of Setting

Kapuskasing, a young northern community of 12,000 inhabitants which was incorporated in 1920, is located 868 kilometres north of Toronto and 165 kilometres north-west of Timmins on Trans-Canada Highway #11. Owned by the New York Times, the Spruce Falls Power and Paper Company is Kapuskasing's major industry, producing newsprint and sulphite pulp. Kapuskasing is predominantly a French-speaking community. During its short but hot summer season, many visitors are attracted to the area by its scenic resorts, wildlife sports, and the challenges offered by its rivers. The long winter season with its heavy snowfall lures many snowmobile and winter sport enthusiasts. As one of the coldest regions in Ontario, with temperatures ranging from −20°C to −40°C, Kapuskasing is home to General Motors and Kaptest cold weather testing facilities. While the General Motors facilities restrict themselves to the testing of General Motors products, Kaptest provides cold weather testing technology for Korean, Japanese, European, and American vehicles.
Kapuskasing has two high schools, one of them being Ecole Secondaire Cité des Jeunes. With a student population of approximately 700 students, Ecole Secondaire Cité des Jeunes is Kapuskasing's only French language high school. Centrally located in Kapuskasing, it serves the town and the outlying communities within a radius of 90 kilometres. Ecole Secondaire Cité des Jeunes opened its doors in September 1972 and was administered by the Kapuskasing Board of Education until 1987. On January 1st 1987, under the new provincial legislation for separate school funding, Ecole Secondaire Cité des Jeunes was transferred in block to the Kapuskasing District Roman Catholic Separate School Board. Providing a wide range of French services (academic, social, cultural, and recreational) to the community, Ecole Secondaire Cité des Jeunes plays a major leadership role in asserting itself and the rights of the francophone population in the community. It was in 1980 that Ecole Secondaire Cité des Jeunes initiated a leadership training programme for its students. Since its inception, more than 320 students have participated in the school's LTP.

**General Description of the Leadership Training Programme Design**

**Historical perspective of LTP.** Before the 1980s, coordinated leadership training programmes were non-existent in most French high schools under the jurisdiction of the North Bay regional office of the Ministry of Education. At a provincial level, however, some coordinated efforts had been instituted to promote leadership skills in high school students. The Ontario Student Leadership Centre near Langford Mills, the *Stage d'animation-Jeunes de l'Ontario: Conseils d'élèves* (Leadership training for school student council) for francophone students at Lake Couchiching, and the Bark Lake Athletic Leadership Camp at Irondale were three leadership programmes subsidized by the Special Projects Branch of the Ministry of Education. Although the training programmes imparted leadership skills to the students,
participation was restricted to a limited number of secondary school students meeting established criteria.

In a workshop, organized in May of 1980, for all French high school cultural activities coordinators under the jurisdiction of the North Bay regional office of the Ministry of Education, an alternative to overcome the restraints of existing programmes was proposed. Mr. Marius Ouellette (cultural activities coordinator) and Mr. André Paradis (a teacher interested in the topic of leadership) both from Ecole Secondaire Cité des Jeunes, heard workshop speaker Mr. Louis Tanguay introduce the concept of school coordinated leadership training for high school students and herald its potential benefits for both school and students. It was cited that schools with a coordinated student leadership training programme experienced improved participation in school activities and an enhanced school spirit as a result of this increased student involvement. Mr. Paradis' conviction that such a programme would benefit Ecole Secondaire Cité des Jeunes persuaded the school administration to support and fund the project from the school budget.

**Goal and objectives.** The LTP at Ecole Secondaire Cité des Jeunes is a 48 hour weekend marathon training programme utilizing an experiential approach to learning. The LTP is under the direction and supervision of a programme coordinator with the assistance of two student assistant coordinators and twelve programme group leaders.

The goal of the LTP recognizes that formal training in leadership skills and competencies is essential. This underlying belief stems from the rationale that students at the secondary level are called upon to take a leadership role in school activities and committees. Figure 1 clarifies in greater detail the goal and objectives of the LTP.
Figure 1—Goal and Objectives of the Leadership Training Programme of Ecole Secondaire Cité des Jeunes

GOAL

The goal of the Leadership Training Programme of Ecole Secondaire Cité des Jeunes is to offer the students the opportunity to develop their potential as leaders by teaching them leadership and interpersonal skills.

OBJECTIVES

1. To identify, select, and teach appropriate leadership theories and interpersonal skills.

2. To select the programme format best suited to teach leadership and interpersonal skills to high school students.

3. To identify the appropriate setting and time-frame best suited to teach leadership and interpersonal skills to high school students.

4. To simulate leadership situations through appropriate strategies in order to allow for the practical application of leadership theories and interpersonal skills.
Setting. The LTP training weekend is available each semester to interested high school students who want to develop and improve their leadership and interpersonal skills. The programme offers leadership training to approximately seventy high school students each year. During the first semester, the LTP is offered in October, just prior to the formal resumption of the various school committees and activities for the year. In the second semester, the LTP is available in May. This enables the participants to design special projects they may wish to implement in the following academic year.

The two leadership training weekends are held at École Secondaire Cité des Jeunes. It is an ideal setting for the LTP because it is not only a familiar setting to the participants but it also provides the needed facilities to accommodate a large number of participants (gymnasium, cafeteria, showers, classrooms, etc.). Originally, the school budget provided some funding to the programme. However, decreasing funding has prompted the programme to finance itself entirely through registration fees. In an effort to reduce costs, the catering of meals had to be eliminated and the participants assumed the responsibility for meal preparation. Since the school facilities are provided free of charge by the Kapuskasing District Roman Catholic Separate School Board, the registration fees cover the cost of meals and sweatshirts.

Organizational Structure and Role Description

Programme coordinator. The LTP is coordinated by a teacher from École Secondaire Cité des Jeunes. As a social sciences teacher holding additional qualifications in social work, the programme coordinator assumes the administration and coordination of the overall programme. His major functions include: (a) determining the leadership training weekends; (b) selecting two student assistant programme coordinators and twelve programme group leaders; (c) training the assistant programme coordinators and the twelve programme group leaders;
(d) evaluating the leadership training weekends; and, (e) adapting the suggested recommendations to the programme format.

**Assistant programme coordinators.** To enable students to learn and develop organizational skills that further their leadership experience, each year two senior students are selected to become assistant coordinators for the programme. At the beginning of each school year, interviews to select assistant coordinators for the programme are announced. The criteria for selection include past experience as a programme group leader in the LTP and at least one year of experience in a position of responsibility in one of the school’s activities or committees. Following the interview process with the programme coordinator, a senior student of each gender is selected. Since senior students are often more mature and more involved in school committees and activities, they may become with proper training, role models of effective leadership for other students. To assume effectively the role of assistant coordinators, further training is given in a weekend marathon training programme at the end of September.

As assistants in the organization and coordination of the LTP, their functions include: (a) the promotion of upcoming weekend training programmes in the school, (b) the selection of programme group leaders for the upcoming training weekend, (c) the selection of programme participants, (d) the preparation of the facilities, (e) the coordination of events during the weekend, and (f) the leadership of plenary sessions during the weekend training programme.

**Programme group leaders.** Originally, the programme group leaders were teachers who served both as instructors and as role models for the programme participants. However, because of their commitment to other school activities, teachers were replaced by senior students as group leaders.
At the beginning of the school year, the programme group leader positions are announced. Candidates interested in becoming programme group leaders must meet specific criteria. They must be mature senior students who have participated in the LTP and have at least one year of experience in a position of responsibility in one of the school committees or activities. Interested senior students are interviewed by the programme coordinator and the assistant coordinators. Again, as with the assistant programme coordinators, senior students are selected based on the fact they are more mature than junior students. Since senior students are often involved in school committees and activities, further leadership training as group leaders will enable them to become visible role models of effective leadership for other students. The twelve selected students along with the assistant programme coordinators are further trained by the programme coordinator in a weekend marathon training programme at the end of September and initiated to the LTP activities one week before each training weekend. This training weekend enhances their leadership and interpersonal skills allowing them to assume the leadership of student work groups.

The functions of the group leader include: (a) the selection of the programme participants, (b) the assignment of participants to each work group, (c) the preparation of the programme participants' workbooks, (d) the preparation of a menu, (e) the purchase of groceries for the weekend, and (f) the leadership of a work group. As leader of a work group, each group leader plays the role of both instructor and group facilitator. They are responsible for effectively teaching and modeling the basic concepts that underlie the content of each workshop. As group leaders they are also instrumental in coaching participants as they assume the leadership of the work group. As coaches they highlight individual strengths and discuss difficulties that arise. As facilitators they help the participants discover ways to improve their skills.
**Programme participants:** One month prior to the weekend targeted by the programme coordinator as the leadership training weekend, a promotional campaign is launched by the assistant programme coordinators using morning announcements and posters. Interested participants sign their names on registration lists strategically located throughout the school. Three weeks before the training weekend, the participants are selected, according to the following criteria, their involvement in school committees or activities and their academic year. A maximum of fifteen participants of each gender are selected. Limiting the number of weekend participants ensures that each student will have an opportunity to apply leadership and interpersonal skills in a group setting. Of the thirty participants, senior students are first selected, according to their degree of maturity, then other students. Careful consideration is given to ensure that students from each academic year and academic level are selected in the process. Selected participants are notified and meet individually with the programme coordinator, at which time the training weekend and their involvement is explained and clarified. Once the registration fee and the consent form signed by both the student and parents have been remitted, the student’s participant status is ensured.

The list of participants is finalized only when all the consent forms are returned to the programme coordinator. Then each student on the list is assigned to a work group consisting of no more than five participants excluding the group leader. This assignment of participants is conducted by the assistant programme coordinators with input from the programme group leaders one week prior to the training weekend. Upon official confirmation of their participation, the students are convened and given a memo outlining the items needed for the sleep-over weekend.
General Description of Weekend Leadership Training Programme

The LTP weekend begins on a Friday night at 6:00 p.m. with an official registration. Upon arrival each participant receives a workbook. While the workbook serves to structure the different workshops and its content, it also serves as a reference for future use. At the introductory plenary session, the participants are welcomed and introductions to group leaders, participants and coordinators are carried out. The goals and objectives of the weekend are reviewed as well as a brief description of the approach utilized during the training weekend.

Weekend training approach. The LTP weekend utilizes the experiential approach to learning. While the LTP is designed to teach leadership and interpersonal skills, its experiential approach also encourages the personal growth of each participant. All activities and strategies are designed to actively involve the participant in the learning of theories and the application of skills under the supervision of the programme group leaders, the assistant programme coordinators, and the programme coordinator.

The LTP weekend consists of eight workshops, each focusing on a different leadership or interpersonal skill. The skills that have been selected and integrated into the workshop strategies include leadership, communication, group dynamics, decision-making, problem-solving, values clarification, personal development, and planning skills. To facilitate the learning of the various skills, simulation and role-playing techniques, each followed by group discussions, are applied in the different workshops. In each work group, the participants are assigned a task which simulates a real life situation in which a specific problem must be resolved. As well, while some applications of theories make use of simulated situations, other activities such as negotiating the bedtime curfew and assigning each group a meal to prepare for all participants, provide for a more practical application of leadership and interpersonal skills.
Workshop components. During the training weekend all the workshops have a work group and a plenary component. When the task in each work group is completed and has been discussed, an evaluation of the group process is undertaken with the participation of the programme group leaders and the assistant programme coordinators who supervise each of the workshops. Following each work group activity, all the participants meet for the plenary session. In the plenary, each participant group leader summarizes the results of the group process and any recommendations arising from their respective work group.

The size of each work group has been specifically designed to stimulate the learning process. It enables each participant to assume the leadership of his or her group for one activity during which an assigned task must be completed. As each workshop is discussed in the plenary, the participants benefit from the feedback of other participants and are encouraged to note the concepts and skills they want to retain in their workbooks.

The LTP weekend ends Sunday afternoon with the signing of all the participants' workbooks and a graduation. At the graduation, each of the participants is awarded a certificate of merit as well as a sweatshirt with the leadership logo.

General outline of the weekend leadership training programme. Appendix D provides a general outline of the LTP and briefly describes the goals, objectives, and strategies for each activity. The strategies clearly articulate the experiential approach within the marathon format of the LTP.

References for training workshop activities. Some of the workshop activities were derived from the programme coordinator’s personal as well as professional resources. Other material originating from established sources (to whom credit is given) has evolved and been adapted
through application and evaluation to meet the needs of the LTP. The following constitute the
sources from which the workshops' content and activities have originated and evolved: Adair
(1968, 1984), Brown (1979), Clark (1971), de Angéli and Hébrard (1976), Douglas
(1978), Gordon (1976, 1979), Gorman (1963), Gouldner (1965), Hoyle, Cogley, Laswell
and Johnson (1968), Johnson & Johnson (1975), Kolb, Rubin and McIntyre (1976), Lawson,
Donant and Lawson (1982), Levinson (1963), Lewis and Streitfeld (1970), Limbos (1977),
Ministère de l'Éducation du Québec (1968), Murray and Murray (1954), Pfeiffer and Jones
(1978), Roberts (1963), Rowe, Pasch and Hamilton (1973), Schui (1975), Simon and

Summary

This chapter provided an overview of the design and an outline of the content of the LTP for
high school students at École Secondaire Cité des Jeunes. To provide some guidelines for future
leadership training programmes for high school students, its effectiveness as a training
programme for high school students will be measured. The following chapter details the
research method and design that were utilized to assess the effectiveness of the programme.
CHAPTER IV

RESEARCH METHOD

This chapter describes the research method selected for the evaluation of the LTP. To provide a framework for the study, the research problem will first be articulated and the operational definitions delineated. Then the research design, the setting, population and sample selection, and the data collection instruments and procedures are described.

Problem Formulation

The primary assumption of the LTP was that any member of a group has the capacity to demonstrate some kind of leadership. As a result, a second assumption was that high school students, given the opportunity to learn leadership skills and competencies through systematic training, could develop leadership skills and improve their self-esteem. The specific problem selected as subject of the study was to determine the effectiveness of the LTP at Ecole Secondaire Cité des Jeunes in developing leadership skills in high school students. From this, three questions emerged which provided the basis for the ensuing evaluation.

1. Did the LTP achieve its goal and objectives?
2. Did the students develop leadership skills as a result of the LTP?
3. Did the students’ self-esteem improve as a result of the LTP?
Operational Definitions

For the purpose of this research study, the main concepts were operationally defined as follows:

1. The leadership training programme (the LTP) consisted of a 48 hour weekend marathon workshop conducted at Ecole Secondaire Cité des Jeunes in Kapuskasing. By using basically an experiential approach, interested high school students learned and applied leadership and interpersonal theories and skills through the systematic application and discussion of leadership theories and group work skills under the supervision of a trained group leader (see Appendix D).

2. Ecole Secondaire Cité des Jeunes, with an enrollment of approximately 700 students, is the larger of two French high schools under the jurisdiction of the Kapuskasing District Roman Catholic Separate School Board. Located in Kapuskasing, the school serves to the east, the communities of Smooth Rock Falls, Grégoire Mills, Strickland, Fauquier, and Moonbeam, and to the west, the communities of Val Rite, Harty, and Oposatika.

3. Students included all male and female students enrolled in any of the following grades: 9, 10, 11, 12, 13 at Ecole Secondaire Cité des Jeunes.
4. Assistant programme coordinators included 17 and 18 year old male and female students in grades 12 or 13 at École Secondaire Cité des Jeunes, who have participated in a LTP, and were selected by the programme coordinator following an interview process, to coordinate and train other students in leadership and interpersonal skills. To be eligible for these positions, the selected students must have had one year's experience in a position of responsibility in one of the school activities, have been a programme group leader in a LTP weekend, and have participated in a school coordinated weekend training programme for group leaders.

5. Programme group leaders included male and female students between the ages of 16 and 18 enrolled in grades 11, 12, or 13 at École Secondaire Cité des Jeunes, who participated in a LTP, and had been selected by the programme coordinator following an interview process, to participate in the training of other students in leadership and interpersonal skills. To be eligible for these positions, the selected students must have had one year experience in a position of responsibility in one of the school activities and have participated in a school coordinated weekend training programme for group leaders.

6. Educators are teachers employed by the Kapuskasing District Roman Catholic Separate School Board and teaching at École Secondaire Cité des Jeunes for the 1987-1988 academic year.
7. Leadership is defined as an interaction between members of a group in a given situation in which members influence one another through a communication process while trying to reach a desired goal (Burnee, 1936; LaPiere & Fernsworth, 1936; Tennenbaum, Weschler & Masserik, 1961).

8. Leadership skills are defined as specific abilities and competencies that enable a student to interact with members of a group in a given situation in which members influence one another through a communication process while trying to reach a desired goal. Such skills include communication, team-building, group-maintenance, task-completion, problem-solving, and decision-making skills (Burns, 1978; Johnson & Johnson, 1975).

9. Interpersonal skills are defined as specific abilities that enable a student to cope with the stresses, strains, and conflicts involved in building and maintaining productive and fulfilling relationships with group members. Such skills include communication, negotiation, problem-solving, and decision-making (Johnson & Johnson, 1985).

11. Self-esteem is a state of being on good terms with one's self. It is an indicator of one's level of confidence and satisfaction (how one feels about himself or herself and his or her ability to function effectively in society) (Francis & Munjas, 1968; Whittleker, 1970).
Research Design

To address the issues raised by the previously posed research questions (p. 44), the programme evaluation included both a process and an outcome evaluation as part of its comprehensive assessment. Basically following Rossi and William’s (1972) model for programme evaluation, the process evaluation included an assessment of (a) the programme itself, (b) the programme’s phases of development, (c) the programme’s ability to conform to its design, and (d) the programme’s ability to reach its specific target population. As for the outcome evaluation, it primarily included the measurement of the programme’s effectiveness.

To determine the effectiveness of the programme, it was necessary to determine if the programme was properly implemented (Weiss, 1972). This was determined by measuring the goals of the programme against its expected outcome and was measured through the administration of previously cited valid measurement instruments and measurement instruments designed by the researcher and Dr. M. J. Holosko, one of his supervisors at the University of Windsor.

In this evaluation, a quantitative-descriptive design was utilized. As a result of this, the quantitative data serves to state only the existence of empirical relationships between the independent variable and the dependent variables. In this evaluation, the independent variable was identified as the LTP, whereas the dependent variables were the leadership skills and self-esteem.

To establish this empirical relationship, a quasi-experimental research strategy utilizing the static group comparison approach was selected to assess the outcome of the LTP. Therefore, the data from this study only apply to the student population of Ecole Secondaire Cité des Jeunes and imply low-order empirical generalizations.
Research Setting and Population

The research setting for the programme evaluation of the LTP was École Secondaire Cité des Jeunes in Kapuskasing. A written request to undertake the study was submitted by the researcher to the Director of Education for the Kapuskasing District Roman Catholic Separate School Board and the principal of École Secondaire Cité des Jeunes in December of 1987 (see Appendix A). At a regular meeting of the Kapuskasing District Roman Catholic Separate School Board a motion was adopted and permission to conduct the study was granted.

Permission was also granted by the administration of École Secondaire Cité des Jeunes. As vice-principal, Mr. André Girard’s support was instrumental in this study. His permission to release school enrollment lists, for the purpose of population sampling, enabled the study to take place (see Appendix B).

Due to the researcher’s familiarity with the LTP at École Secondaire Cité des Jeunes and also in an effort not to contaminate the results of the study, the administration of the data collection instruments was conducted by Mr. Guy Théroux, a private practice research consultant in Kapuskasing. Mr. Théroux’s responsibilities included pre-testing the research instruments and the coordination and administration of the official data collection instruments to the student samples.

Although leadership training weekends were offered to students of École Secondaire Smooth Rock Falls, for the purpose of this study, the population of interest included the high school students and educators who attended École Secondaire Cité des Jeunes between 1983 and 1988. Table 1 reports on the population size and the total potential sample derived from the population.
Table 1 - Population Size and Total Potential Sample of Population Groups Between 1983 - 1988 at Ecole Secondaire Cité des Jeunes

<table>
<thead>
<tr>
<th>Population Groups</th>
<th>Population size</th>
<th>Total potential sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school students</td>
<td>1154</td>
<td>345</td>
</tr>
<tr>
<td>Educators</td>
<td>59</td>
<td>47</td>
</tr>
</tbody>
</table>

The Sample. The high school student samples reported in Table 1 included an experimental group, a comparison group, and the programme group leaders. The educators' sample included only educators teaching at Ecole Secondaire Cité des Jeunes. Table 2 reports the samples and sample sizes used in the evaluation of the LTP.

Table 2 - Samples and Sample Sizes Used in Evaluating the Leadership Training Programme at Ecole Secondaire Cité des Jeunes

<table>
<thead>
<tr>
<th>Samples</th>
<th>Total sample</th>
<th>Available sample (N)</th>
<th>Actual sample size (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group (n₁)</td>
<td>162</td>
<td>91</td>
<td>84</td>
</tr>
<tr>
<td>Comparison group (n₂)</td>
<td>162</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>Programme group leaders (n₃)</td>
<td>21</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Educators (n₄)</td>
<td>47</td>
<td>47</td>
<td>40</td>
</tr>
</tbody>
</table>
The experimental group \((n_1=84)\) included students attending Ecole Secondaire Cité des Jeunes who participated in the school's LTP between 1983 and 1988. The comparison group \((n_2=85)\), were students from Ecole Secondaire Cité des Jeunes who were matched with the experimental group in terms of basic demographic characteristics (gender, age, grade, and academic level), but did not receive any leadership training at Ecole Secondaire Cité des Jeunes.

The programme group leaders \((n_3=8)\) were specially trained senior students from the school who had previously participated in the LTP at Ecole Secondaire Cité des Jeunes during the same time period as the experimental group. The programme group leaders, selected by the programme coordinator according to their maturity, their leadership abilities, and their involvement in school activities and committees, taught leadership skills to other students in the school. Although the programme group leaders did participate in the LTP, they were not included in the experimental group since intervening variables such as maturity, group work experience, and additional leadership training could not be controlled and it was assumed they would contaminate the results of the experimental group. As a distinct group, they were nevertheless administered the same outcome measurements instruments as the experimental group to assess the impact of the study variables.

The educators \((n_4=40)\) included teachers, guidance counsellors, and school administrators employed by the Kapuskasing District Roman Catholic Separate School Board and working at Ecole Secondaire Cité des Jeunes for the 1987-1988 academic year.

**Sample selection.** One advantage of a programme evaluation as opposed to social science research is that numerous research designs may be used by the researcher to generate information (Posavac & Carey, 1985; Raymond, 1985). The static-group comparison research
design previously referred to required the utilization of both non-probability and probability sampling procedures. Figure 2 describes the sampling procedures that were utilized in this regard.

Figure 2—Sampling Procedures Used in the Evaluation of the Leadership Training Programme at Ecole Secondaire Cité des Jeunes

<table>
<thead>
<tr>
<th>Samples</th>
<th>Sampling strategy</th>
<th>Type of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group ($n_1$)</td>
<td>non-probability</td>
<td>availability sampling</td>
</tr>
<tr>
<td>Comparison group ($n_2$)</td>
<td>probability</td>
<td>simple random sampling</td>
</tr>
<tr>
<td>Group leaders ($n_3$)</td>
<td>non-probability</td>
<td>availability sampling</td>
</tr>
<tr>
<td>Educators ($n_4$)</td>
<td>non-probability</td>
<td>availability sampling</td>
</tr>
</tbody>
</table>

As indicated in Figure 2, non-probability sampling procedure refers to the selection of a sample in a non-random manner. Availability sampling, a type of non-probability sampling, used available appropriate sampling units and was employed with the students who had participated (between 1983 and 1988) in a LTP at Ecole Secondaire Cité des Jeunes. From all the students who participated in the LTP, a list of available participants attending Cité des Jeunes for the 1987-1988 academic year was created. The list included the name of the participants as well as their gender, age, grade, and academic level.

Also included in the availability sampling procedure were the LTP programme group leaders. The sample of group leaders was created using both the school enrollment lists and the lists of programme group leaders. Those enrolled in the school for the 1987-1988 academic
year constituted the available sample of group leaders.

As well, the school educators were selected on the basis of an availability sample. The population of school educators consisted of teachers working at Ecole Secondaire Cité des Jeunes at the beginning of the second semester in February 1988.

Simple random sampling, a type of probability sampling procedure, was used to generate the comparison group. The construction of the sampling design for the comparison group was possible because the researcher had access to the school’s enrollment lists for 1987–1988. A database of all the students on the enrollment lists was created using the Apple Macintosh Plus computer and Microsoft’s Excel (1987) software. From a second database generated on computer using Apple’s Hyper Card (1987) software, students matching each of the leadership training participants according to the gender, age, grade, and academic level criteria, were randomly selected. All of the randomly selected names constituted the matched comparison group.

Data Collection

Unlike traditional social science research, programme evaluation, as applied research, has the advantage of being able to make use of various methods and types of analyses in an attempt to discover knowledge and test its application (Raymond, 1985; Rossi & Freeman, 1982). Using a model developed by Holosko and Anderson (1988), figure 3 indicates the various methods used and data sources that were utilized to comprehensively evaluate the LTP of Ecole Secondaire Cité des Jeunes.
### Figure 3—Evaluation Components, Methods, and Data Sources Used in Evaluating the Leadership

#### Training Programme of École Secondaire Cité des Jeunes

<table>
<thead>
<tr>
<th>Components</th>
<th>Methods used</th>
<th>Data sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>Administrative Chronology (C</em>)</em>*</td>
<td>1. telephone interview</td>
<td>1. programme log book</td>
</tr>
<tr>
<td></td>
<td>2. process evaluation</td>
<td>2. minutes from meetings</td>
</tr>
<tr>
<td></td>
<td>3. Holosko's Administrative Chronology Model</td>
<td>3. workshop reports</td>
</tr>
<tr>
<td></td>
<td>4. student workshop evaluations</td>
<td>4. student workshop evaluations</td>
</tr>
<tr>
<td></td>
<td>5. original programme outline</td>
<td>5. related secondary information</td>
</tr>
<tr>
<td></td>
<td>6. related secondary information</td>
<td></td>
</tr>
<tr>
<td><em><em>Programme Description (D</em>)</em>*</td>
<td>1. telephone interview</td>
<td>1. original programme outline</td>
</tr>
<tr>
<td></td>
<td>2. process evaluation</td>
<td>2. related secondary information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. participant workbooks</td>
</tr>
<tr>
<td><em><em>Experimental Group (E</em>)</em>*</td>
<td>1. process evaluation</td>
<td>1. available students who have participated in the school’s LTP between 1983 and 1988</td>
</tr>
<tr>
<td></td>
<td>2. Stacey’s Leadership Inventory</td>
<td>2. student workshop evaluations</td>
</tr>
<tr>
<td></td>
<td>3. Martel and Holosko’s Leadership Behaviour Checklist</td>
<td>3. related secondary information</td>
</tr>
<tr>
<td></td>
<td>4. Hudson’s Index of Self-Esteem</td>
<td>4. leadership and self-esteem scales</td>
</tr>
<tr>
<td></td>
<td>5. programme assessment questionnaire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. outcome evaluation</td>
<td></td>
</tr>
<tr>
<td><em><em>Comparison Group (F</em>)</em>*</td>
<td>1. Stacey’s Leadership Inventory</td>
<td>1. random selection of students who did not participate in the school’s LTP between 1983-1988 and matched on demographic characteristics of programme participants</td>
</tr>
<tr>
<td></td>
<td>2. Martel and Holosko’s Leadership Behaviour Checklist</td>
<td>2. leadership and self-esteem scales</td>
</tr>
<tr>
<td></td>
<td>3. Hudson’s Index of Self-Esteem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. outcome evaluation</td>
<td></td>
</tr>
<tr>
<td>*<em>Programme Group Leaders (G</em>)**</td>
<td>1. process evaluation</td>
<td>1. students who were group leaders and attended school for the 1987-1988 school year</td>
</tr>
<tr>
<td></td>
<td>2. Stacey’s Leadership Inventory</td>
<td>2. group leaders’ performance evaluations</td>
</tr>
<tr>
<td></td>
<td>3. Martel and Holosko’s Leadership Behaviour Checklist</td>
<td>3. group leaders’ workshop evaluations</td>
</tr>
<tr>
<td></td>
<td>4. Hudson’s Index of Self-Esteem</td>
<td>4. related secondary information</td>
</tr>
<tr>
<td></td>
<td>5. programme assessment questionnaire</td>
<td>5. leadership and self-esteem scales</td>
</tr>
<tr>
<td></td>
<td>6. outcome evaluation</td>
<td></td>
</tr>
<tr>
<td><em><em>School Educators (H</em>)</em>*</td>
<td>1. programme assessment questionnaire</td>
<td>1. educators on staff at École Secondaire Cité des Jeunes for the period between February and June of 1988</td>
</tr>
<tr>
<td></td>
<td>2. outcome evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** (*) C-H correspond to Appendices C-H
As indicated in Figure 3, a variety of data sources were used in the process evaluation of the LTP during a 7-month period from November 1987 to May 1988. The instruments used in collecting these data are included in appendices C to H.

The process evaluation was operationalized by collecting and analyzing all the available secondary data. In this case, these data included: (a) an interview with programme designer (Mr. A. Paradis), (b) the programme goal and objectives, (c) the administrative chronology of the programme, (d) the programme content, and (e) relevant documentation pertaining to the programme (student evaluations, minutes of evaluation meeting, and financial statements).

The outcome evaluation was operationalized through the collection and analysis of the primary data from (a) the experimental group, (b) a matched comparison group, (c) the programme group leaders and (d) the school educators. The primary data included (a) a socio-demographic questionnaire, (b) the Leadership Inventory, (c) the Leadership Behaviour Checklist, and (c) Hudson’s Index of Self-Esteem. A programme assessment questionnaire was also administered to the programme participants, the programme group leaders, and the educators. As a result, the evaluation included different data sources, instruments, and strategies.

**Instruments used.** As indicated, numerous data collection instruments were used in conducting this programme evaluation. While the administrative chronology documented how the LTP evolved from its onset until the time of the evaluation, three other instruments were used with the experimental group, the comparison group, and the programme group leaders to provide data about leadership and self-esteem. It must be noted, however, that although the samples were French-speaking, all measurement instruments were administered in English because the standard deviance of the instruments was originally established in English.
The administrative chronology, an evaluation technique developed by Holosko (1987), consisted of the systematic recording of the events of the programme using a descriptive and qualitative approach. It enabled the researcher to examine trends and issues in the history and development of the programme, describe the events that occurred chronologically, and explain why they occurred. While the administrative chronology serves to document the programme's growth and development for administrative purposes, it also enables similar programmes to generalize issues and concerns and new programmes to learn from each other (Holosko, 1987). This technique has been used in the evaluation of a number of human service programmes (Holosko, 1987; Holosko & Anderson, 1988; Medcalf, 1988).

The Leadership Inventory consisted of a 20 item inventory developed by Stacey (1979). This self-report instrument measured 20 various characteristics a leader should possess. Each item on this self-report inventory is followed by a Likert-type scale to rate it. Chauvin and Karnes (1982) found the instrument to have face and content validity. It was subsequently used by these authors (1984) in a study of the perceptions of leadership characteristics among gifted elementary students in the United States. The administration of the instrument by these authors (Chauvin & Karnes, 1982) yielded a mean score of 3.20 with a range of 1.0 to 4.0 and a standard deviation of .77. A reliability coefficient using the Spearman Brown formula and the Guttman split-half formula was applied and coefficients of .69 and .68 were obtained respectively. Because of the moderate reliability of the Leadership Inventory in their study, Chauvin and Karnes (1982) suggested caution in its application and recommended further investigation of the inventory both with gifted students at the secondary level and with average students at the upper elementary and secondary levels.

A further instrument used to collect data was the Leadership Behaviour Checklist. This instrument was designed by Martel and Holosko (1988) specifically for this programme
evaluation. i.e. is checklist, consisting of characteristics adopted from the leadership literature, was designed and pretested to measure the extent to which a leader's behaviour in a group is task-centred or relationship-centred. From a review of the literature on behavioural and contingency leadership theories (Blake & Mouton, 1964; Campbell, 1956; Cattell, 1965; de Angeli & Hébrard, 1976; Hersey & Blanchard, 1973; Stogdill & Coons, 1957), leadership characteristics that described a leader's possible task-centred and relationship-centred behaviour were selected. After an analysis of the initial 30 item instrument was undertaken to determine the appropriateness of each item, the instrument was administered to a group of high school students. As a result of this pretesting, the number of items on the instrument was reduced and the format was modified. The final instrument which was administered to the sample in the study contained 20 items. Items 1 to 10 addressed the task-centred dimension of a leader's behaviour, while items 11 to 20 focused on the relationship-centred dimension of a leader's behaviour. Each item was rated on a Likert-type scale with a range of 1.0 to 3.0. The instrument appeared to have face and content validity.

Another instrument used to collect data was the Index of Self-Esteem. Developed by Hudson (1982), the Index of Self-Esteem is a self-report instrument which consisted of 25 items designed to measure the degree, severity or magnitude of any problems an individual has with self-esteem. Each item is rated on a Likert-type scale with a range from 1.0 to 5.0. One positive aspect of the Index of Self-Esteem is its clinical cutting score. This means that persons who obtain a score above 30 have been found to have a clinically significant problem in the area of self-esteem. The Index of Self-Esteem has a reliability of .93 and has been shown to have good content, concurrent, factorial, discriminant, and construct validity (Hudson, 1982).
All data collection instruments used in this study were pretested before the administration. This included a random selection of individuals drawn from the population to be surveyed. Following a basic protocol developed by the researcher, the pretest was coordinated on-site by Mr. Guy Théroux, a research consultant in Kapuskasing. During the pretest, the instruments were administered to individual groups followed by a period of debriefing. The pretested sample had an opportunity to discuss with the consultant what they did and did not understand about the instruments, the types of problems they encountered, the length of the questionnaires, and how they generally felt about the experience. All feedback was carefully monitored to ensure that the instruments addressed the dimensions to be measured. All information from the debriefing was relayed to the researcher in a written report. Further clarification and discussion was undertaken in a telephone interview between the consultant and the researcher to ensure that all aspects of the feedback and debriefing session were understood as well as the recommended changes in the data collection instruments.

In order to determine the reliability of each measurement instrument used in this study, specific reliability tests were conducted using the SPSS/PC+ V. 2.0 statistical package developed by Norusis (1988). Table 3 reports the reliability coefficients for each measurement instrument in the study.
Table 3—Reliability Coefficients of Measurement Instruments Used in the Evaluation of
the Leadership Training Programme at Ecole Secondaire Cité des Jeunes (n=177)

<table>
<thead>
<tr>
<th>Measurement Scales</th>
<th>Cronbach Alpha</th>
<th>Spearman-Brown</th>
<th>Guttman Split-Half</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Index of Self-Esteem</td>
<td>.92</td>
<td>.89</td>
<td>.88</td>
</tr>
<tr>
<td>2. Leadership Behaviour Checklist(^X)</td>
<td>.86</td>
<td>.80</td>
<td>.80</td>
</tr>
<tr>
<td>a. Relationship Centred Behaviour</td>
<td>.77</td>
<td>.80</td>
<td>.79</td>
</tr>
<tr>
<td>b. Task Centred Behaviour</td>
<td>.76</td>
<td>.75</td>
<td>.75</td>
</tr>
<tr>
<td>3. Leadership Inventory</td>
<td>.79</td>
<td>.70</td>
<td>.70</td>
</tr>
</tbody>
</table>

**Note.** (\(^X\)) denotes Leadership Behaviour Checklist which includes the task-centred behaviour sub-scale and the relationship-centred behaviour sub-scale.

From the specific reliability tests reported in Table 3, all scales were acceptable with more than satisfactory coefficients of reliability. All three measurement instruments had a high degree of internal consistency with the Index of Self-Esteem rating the highest.

Although the reliability of the Index of Self-Esteem is extremely high, it was consistent with reported findings where \(\bar{r}=.93\) were obtained from adult samples (Hudson, 1982).

The Leadership Behaviour Checklist with the second highest coefficient of reliability reported more than acceptable internal consistency for each sub-scale. The Leadership Inventory with a high degree of internal consistency had a higher reliability coefficient than the reported findings where \(\bar{r}=.68\) was obtained in a study of gifted elementary students in the United States (Chauvin & Karnes, 1982).

The more than satisfactory reliability coefficients for these measurement instruments
made the results of subsequent analyses much more significant. Since the measurement instruments were found in the literature to have face and construct validity, no validity tests were undertaken by the researcher.

Data collection procedure. In this study, data collection included: (a) a telephone interview with programme designer (Mr. A. Paradis), (b) a review of programme material, and (c) the administration of questionnaires to the experimental group, the comparison group, the programme group leaders, and the school educators.

Since the researcher was also a coordinator of the LTP at Ecole Secondaire Cité des Jeunes for the past 6 years, M. Guy Thérioux, a research consultant from Kapuskasing, conducted the administration of the student questionnaires on site, to reduce experimenter expectancy bias and ensure standardization of the approach. The researcher's involvement in the data collection technique was limited to the telephone interview with the programme designer, the review of the programme material, and the administration of the educator questionnaire.

The administration of the student questionnaires was facilitated by the school administration's support. A list of all the students participating in the study was submitted to the vice-principal by the research assistant. One week prior to the administration of the questionnaires, the list of participants was printed for the teachers with the advisement that they announce the upcoming study of the LTP to students including the names of the students involved in the study, the date, time, and location of the study. During the week prior to the administration of the questionnaires, the students were reminded of their participation, the time, date, and place of the LTP research.

The first group to be administered the questionnaires was the programme group
leaders. Administered on Friday, April 22, 1988, at 9:15 A.M., the participants were reminded during morning announcements to assemble at the testing area. Monday, April 25, 1988, at 9:15 A.M., the experimental group was administered the questionnaires. The participants met at the designated testing area after morning announcements. The comparison group was administered questionnaires on Friday, April 29, 1988, at 9:15 A.M., in the designated testing area. The questionnaire to the educators was administered Monday, May 2, 1988, at 3:20 P.M.

All questionnaires were administered in a group setting. The advantages of a group setting were: (a) it was less time-consuming than personal interviews; (b) it provided the respondents with an opportunity to obtain clarifications on items which might otherwise be misunderstood or misinterpreted; (c) it was consistent with the group process utilized in the teacher-student environment; (d) it also eliminated any influence or contamination effect which might occur if the questionnaire was handed out to the respondents to be completed on their own time; (e) it was assumed that it provided the respondents with a greater sense of privacy and anonymity than personal interviews; and (f) it was expected that completion and response rate would be higher compared to mailed questionnaires.

The administration of the questionnaires were deliberately scheduled for 9:15 A.M. since it was assumed to be the time of day when most students could be expected to be functioning reasonably well and the fatigue created by a long and busy day would be minimized. Also, it was the time of day when the greatest number of students were in school since they generally had to attend early morning classes. The administration of the questionnaires required approximately 45 minutes for the group leaders, the experimental group, and the comparison group and approximately 30 minutes for the educators.
CHAPTER V

RESULTS AND DISCUSSION

The findings are organized according to the various data sources and evaluation components indicated in Figure 3 (p. 54). All analyses excluded missing cases by item and the respective sample sizes presented are adjusted accordingly. The results and discussion for each sub-section are included in this chapter.

1. The Administrative Chronology and Programme Description

The chronology (see Appendix C) documented the LTP's history and growth highlighting major trends over time. It provided an overall description of the programme's evolution, how the programme's goal, objectives, and content materialized, as well as highlighting other administrative issues which arose. The chronology served to: (a) organize the records and streamline the information and information gathering methods, (b) determine whether the leadership training activities parallel the goal and objectives of the programme, and (c) provide the programme with some direction regarding future activities. It is analyzed according to the overall goal and objectives of the LTP as they apply to the various phases of its development. Figure 4 describes the four phases of development the LTP progressed through to achieve its goal and objectives.
Figure 4—A Description of the Four Programme Phases from April 1980 to December 1987

**Phase I**

A very informal feasibility study, launched April 1980, was funded solely by the school principal's budget. The duration of this phase was 6 weeks (April to May 1980). Activities which characterized this phase included: the documentation of needs through informal interviews with educators involved in the school's extra-curricular activities; the identification of gaps and problem areas; the recognition of issues of student accountability and responsibility in school activities and committees; and the identification of specially selected student target groups who would benefit from leadership training.

The main purpose of Phase I was to establish a foundation on which to build the programme's credibility with both the educators and the students. The information gathered in this phase was used to initiate Phase II of the programme.

**Phase II**

The programme development started in May 1980. Phase II was funded entirely from the principal's school budget. The duration of this phase was 5 months. Activities which characterized this phase included: defining goals and objectives of the weekend training programme; determining content of programme; selecting a training approach for the programme; selecting training strategies to implement the content; and choosing a format for the programme.

The main focus of Phase II was to tailor the programme to address issues identified in Phase I (adapt programme to meet needs of students and educators of Ecole Secondaire Cité des Jeunes).

**Phase III**

The implementation of the programme arising from Phase II was launched on October 31, 1980. Phase III was jointly funded from the principal's school budget (75%) and by the workshop participants (25%). The duration of this phase was 48 hours (the weekend of October 31 and November 1, 2, 1980 from 6:00 p.m. on Friday to 4:00 p.m. on Sunday).

The main thrust of the workshop was to provide students with an opportunity to experientially learn leadership skills using the weekend marathon format.

**Phase IV**

The on-going evaluation of the programme arising from Phase III was launched November 1980. Phase IV required no funding. This phase was expected to be on-going for the duration of the programme. Phase IV can be summarized as the evaluation of each leadership training workshop by the programme coordinator, assistant programme coordinators, group leaders, and participants. The evaluations assessed participants' satisfaction and how well each workshop met its goals and objectives. Feedback from the evaluations was used to draw up recommendations for the next workshop.

The focus of Phase IV was to measure not only the extent to which the programme met its goals and objectives but also the degree to which it addressed the issues raised in Phase I.
The following represents a more detailed elaboration of these various phases of the LTP indicated in Figure 4.

**Phase 1 - feasibility study.** Phase 1 included interviews with educators involved in the supervision of extra-curricular activities. As one might assume, their recommendations were instrumental in defining the content of the LTP and substantiating the programme's credibility with other educators and students. Figure 5 is a summary of accompanying skills educators perceived should be taught in the LTP which were determined by this original feasibility study.

**Figure 5 - Educators' Recommendations for Leadership Training Programme Content (n=15)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Personal development skills.</strong> The participants learn to enhance their self-esteem and self-confidence, become more aware of their abilities and limitations, and learn to develop a sense of responsibility.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Leadership skills.</strong> Fundamental theories and skills of leadership and interpersonal relationships are promoted. The participants identify and define different leadership styles and terms and have a working knowledge of the various techniques necessary for interpersonal relationships.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Group dynamics skills.</strong> Skills such as facilitating participation and group involvement are highlighted. The participants will acquire a better understanding and working knowledge of the methods needed to facilitate participation and effective compromise.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Communication skills.</strong> The participants will learn and develop the ability to listen and to convey their ideas clearly and effectively.</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Decision-making skills.</strong> The participants will understand the process of problem identification, data analysis, and outcome assessment before choosing a decision.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Planning skills.</strong> The participants will learn to effectively lead a committee or activity by setting goals and objectives and applying the appropriate organizational skills to reach the desired outcome.</td>
</tr>
</tbody>
</table>
Phase II—programme design phase. The main thrust of this phase was to design the training programme workshops to follow the recommendations from the feasibility study of Phase I. As each workshop's goals and objectives were subsequently defined, the format incorporating the experiential learning approach into the training strategies was determined. Appendix D outlines in detail how the content of the LTP combining the experiential learning approach with its strategies were operationalized using the weekend format.

Given that the purpose of the training programme was to develop leadership skills among high school students, the programme designer (Mr. A. Paradis) considered traditional learning by reading and observing to be inappropriate. The resulting marathon format enabled the participants to progress experientially through the acquisition of skills without interruption. The selection of the experiential learning method was based on three assumptions: (a) that a person learns best when personally involved in the learning experiences; (b) that knowledge has to be discovered by an individual if it is to have meaning or impact; and (c) that a commitment to learning is highest when an individual is free to set learning goals and activities and is able to pursue them within a given framework (Johnson & Johnson, 1975). It was assumed that this format would allow the participants: (a) to try new behavioural approaches, (b) to apply theories, (c) to observe what works, (d) to build skills, and (d) to construct from their experiences a framework of knowledge and skills.

Phase III—programme implementation phase. Phase III was launched on the weekend of October 31, 1980. In this first leadership training weekend, students responsible for a school committee, organization, or activity were selected by the programme coordinator. In an effort to model leadership behaviour, teachers involved in extra-curricular activities and enjoying an open relationship with students, were selected as group leaders by the programme
coordinator. The training programme's experiential workshop approach to learning new skills increased the students' motivation to draw not only knowledge from their experience but also to apply this knowledge in their respective committee, organization, or activity.

However, over the course of the Phase III, the administrative chronology indicated a number of trends leading to recommendations in certain areas. Specifically, the school personnel's declining involvement in the LTP and the lack of administrative support for the programme forced the LTP to adapt accordingly if it was to continue. This suggested a need to re-evaluate the school's commitment to the programme in terms of both funding and staff training at this time.

**Phase IV: on-going evaluation of programme phase.** Phase IV began the week immediately following the first LTP. As an ongoing process, the evaluation assessed the workshops' results and the participants' satisfaction. Each weekend training programme was systematically evaluated through the use of feedback forms. Conducted by the programme coordinator, the evaluation included descriptions and perceptions from the weekend participants, interviews with all the programme group leaders, the assistant programme coordinators, and additional, in-depth interviews with randomly selected weekend participants.

The opportunity to provide feedback about the workshops allowed the participants to apply decision-making and problem-solving skills it was assumed they were acquiring during the weekend LTP. From this feedback, workshop activities became better organized and more refined, thus, in the opinion of the researcher, increasing the effectiveness of the training weekend. The suggestions and recommendations made after each session were implemented in the following training weekend. Figure 6 provides a summary of the suggestions and recommendations that were offered in this regard.
### Figure 6—Summary of Suggestions and Recommendations from Leadership Training Programme

**Workshop Evaluations, 1980 to Present**

<table>
<thead>
<tr>
<th>Date</th>
<th>Suggestions/Recommendations</th>
</tr>
</thead>
</table>
| November 1980| 1. Leadership training workshop should be held at Ecole Secondaire Cité des Jeunes instead of Northern College campus because of availability of physical facilities (showers, cafeteria, classroom, gymnasium etc.)

  2. Programme coordinator should have an assistant to help in the organization and coordination of activities of the weekend workshops. |
| May 1981     | 1. Since few teachers were able to participate as group leaders, students with leadership training and leadership experience in school activities should be allowed to become group leaders once properly trained.

  2. Raise students' registration fee to cover the cost of food. |
| November 1981| 1. A follow-up leadership weekend should be available for students who have already participated in a leadership weekend and wish to learn more about leadership skills.

  2. Meals should be prepared by the student participants instead of school cafeteria staff. |
| October 1983 | 1. To keep programme operative, an increase in students' registration fee is required. |
| November 1983| 1. Student group leaders should meet before the leadership weekend to go through the weekend activities more intensely and get to know each other better.

  2. Due to the school administration's decreasing contribution to programme funding, an increase in participants' registration fee is required.
<table>
<thead>
<tr>
<th>Date</th>
<th>Suggestions/Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1984</td>
<td>1. Workshop participants should negotiate bedtime curfew with the programme coordinator.</td>
</tr>
</tbody>
</table>
| May 1985     | 1. A leadership weekend workshop should be limited to a maximum of 30 participants to be effective and meaningful. All students should have an opportunity to lead in at least one activity.  
2. Workshop participants should have a workbook for future leadership activities.  
3. Selected students should help in the organization and coordination of the weekend activities.                                                                 |
| May 1986     | 1. Since teachers' involvement in leadership activities is decreasing, students should have the opportunity to become assistants to the programme coordinator and play a greater role in the organization and coordination of the weekend workshops. |
| December 1986| 1. The values clarification workshop should be more of a discussion-type of workshop.                                                                                                                                     |
| April 1987   | 1. The selection of group leaders should be formalized whereby the programme coordinator and assistant coordinators interview interested candidates.                                                                              |
| December 1987| 1. Since the school has now adopted a Roman Catholic character, mass should become an integral part of the weekend activities.                                                                                                   |

*Note. Suggestions/Recommendations arise from the leadership participants, group leaders, and assistant programme coordinators.*
Discussion of Findings Related to the Administrative Chronology

The chronology proved to be an effective way of documenting the LTP from inception to present day. Although Figure 4 and the subsequent detailed account of different phases suggested a very logical planning process to the LTP, this was actually not the case. For example, the programme lacked a comprehensive plan, however, these data would seem to indicate otherwise. As well, there was much overlapping of various phases and in general, although there was a long term vision to the programme, the planning process was characterized as very "ad hoc," incremental, and subject to the resources available at the time.

In terms of the first research question (p. 44), the four phases of development described in the administrative chronology (Appendix C) clearly indicate that the four programme objectives were implemented. The design of the marathon training programme (Appendix D) reveals that the inclusion of the recommended leadership and interpersonal skills in its content, the utilization of specifically designed experiential strategies to impart them, and the implementation of recommended improvements refined and modified the LTP in a most meaningful way.

However, with regard to the implementation of the LTP which constituted Phase III, the administrative chronology indicated a number of trends leading to specific recommendations in certain areas. The first trend was the school administration's continued lack of support for the programme. This was determined by the fluctuation in funding which the programme received over the years (from 100% to 0% within two years). Thus, the programme's source of funding was derived from the programme participants through registration fees which increased with each training weekend. This decrease in programme funds from the school budget resulted over time in limitations to programme service delivery. This also suggested that the new school administration shifted from its original commitment to fund the entire LTP and implied the need
to redefine the school administration's position with regard to it.

Another trend which emerged from the chronology was the school personnel's declining involvement in the programme. For example, over the same two year period, staff involvement in the LTP dropped from six group leaders to three, and then from three to none. This was ironic as the LTP's credibility with student participants and demand for the programme increased during the same time period. The lack of (educator) participation because of commitment to other activities affected not only programme continuity and consistency but also placed in jeopardy the overall programme. This suggested that the programme did not make provisions to train educators to ensure their continued involvement in the programme. Consequently, because the programme had difficulty meeting the needs of the students in the LTP, it experienced periods of relative inactivity and resurfaced upon the infusion of new resources over its history.

Although these trends forced the programme coordinator to over-extend himself to meet all student requests for leadership training, the limitations imposed by the lack of funding and decreasing educator involvement compelled the programme coordinator to become more resourceful in maintaining the viability of the LTP. For example, the programme coordinator's decision to train students instead of educators to become group leaders, proved to have positive consequences for the students and the LTP. Not only were student group leaders seemingly able to utilize their newly acquired skills to train their peers, but they also made it possible for the programme to remain viable and become fairly autonomous. With the student group leaders playing a role in the organization, coordination, and training of their peers in leadership and interpersonal skills, they became role models of skilled student leaders for their peers and were as effective as the educators.

These specific trends suggest the need not only to lobby for funding but also to inform the educators of the training programme's goals, objectives, content, and procedures and its
potential benefits for the school. A priori, benefits of increased educator knowledge about the LTP may lead to: (a) increasing educator awareness of the programme's importance in school activities involving students; (b) securing the school administrator's financial support for the LTP; and (c) accruing educator commitment and participation in service delivery.

Finally, during Phase III, another trend was noted. The administrative chronology indicated that although the training programme was intense, it was remiss with regard to developing a formal programme manual for future programme coordinators as well as a systematic programme evaluation format. This suggested the need for a comprehensive programme manual clearly detailing in measurable terms the goals, objectives, content, procedures, and evaluation methods of the leadership training weekend programme.

Finally, these data indicated that through the course of the evaluation, the goal and objectives of the LTP became defined and throughout there was a commitment to the principle of evaluation which became operationalized in different ways. By any measure, the goal and objectives of the LTP seemed, through analyses of these data, to be met in this part of the process evaluation. How this was accomplished will be detailed in the subsequent sections.
II. Experimental Group versus Comparison Group

To measure the effectiveness of the LTP in achieving its goals of developing leadership skills and improving self-esteem in its participants, as indicated in the second and third research question in the study (p. 44), data collection instruments focused on assessing programme outcome were administered to the experimental and comparison groups. Data analyses were conducted on the Apple Macintosh Plus computer applying the StatView 512+ Statistical System developed by Gagnon, Feldman, Hofmann and Simpson (1987) for Brain Power Inc. of California. The sample will first be described according to its demographic characteristics. Then the results of the outcome measurements followed by the results of the programme assessment questionnaire will be reported and discussed.

**Demographic data.** According to Table 4, the experimental ($n_1=84$) and the comparison group ($n_2=85$) do not significantly differ by gender, age, grade, and place of residence. While the majority of the respondents were female, Table 4 indicates that 84.7% of LTP participants were senior students aged 16 and over enrolled in advanced level courses. While the comparison group had a comparable number of senior students, it differed slightly from the experimental group in that 16.3% more students were enrolled in the general academic level. Table 4 also reveals that most of the participants from the experimental group were from the community of Kapuskasing and that the communities to the west of Kapuskasing had the least number of participants in the LTP.
Table 4 - Distribution of the Experimental and Comparison Group According to Selected Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Experimental group</th>
<th>Comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-14 (%)</td>
<td>0-15 (%)</td>
</tr>
<tr>
<td>Female</td>
<td>46 (54.8)</td>
<td>44 (51.8)</td>
</tr>
<tr>
<td>Male</td>
<td>38 (45.2)</td>
<td>41 (48.2)</td>
</tr>
<tr>
<td>Ages</td>
<td>0-14 (%)</td>
<td>0-15 (%)</td>
</tr>
<tr>
<td>14</td>
<td>2 (2.4)</td>
<td>1 (1.2)</td>
</tr>
<tr>
<td>15</td>
<td>7 (8.3)</td>
<td>5 (5.9)</td>
</tr>
<tr>
<td>16</td>
<td>11 (13.1)</td>
<td>12 (14.1)</td>
</tr>
<tr>
<td>17</td>
<td>27 (32.1)</td>
<td>28 (32.9)</td>
</tr>
<tr>
<td>18</td>
<td>25 (29.8)</td>
<td>30 (35.3)</td>
</tr>
<tr>
<td>19</td>
<td>10 (11.9)</td>
<td>7 (8.2)</td>
</tr>
<tr>
<td>20</td>
<td>2 (2.4)</td>
<td>2 (2.4)</td>
</tr>
<tr>
<td>Grades</td>
<td>0-14 (%)</td>
<td>0-15 (%)</td>
</tr>
<tr>
<td>9</td>
<td>3 (3.6)</td>
<td>2 (2.4)</td>
</tr>
<tr>
<td>10</td>
<td>9 (10.7)</td>
<td>8 (9.4)</td>
</tr>
<tr>
<td>11</td>
<td>10 (11.9)</td>
<td>11 (12.9)</td>
</tr>
<tr>
<td>12</td>
<td>35 (41.7)</td>
<td>44 (51.8)</td>
</tr>
<tr>
<td>13</td>
<td>27 (32.1)</td>
<td>20 (23.5)</td>
</tr>
<tr>
<td>Academic Levels</td>
<td>0-14 (%)</td>
<td>0-15 (%)</td>
</tr>
<tr>
<td>Advanced</td>
<td>71 (84.5)</td>
<td>58 (68.2)</td>
</tr>
<tr>
<td>General</td>
<td>13 (15.5)</td>
<td>27 (31.8)</td>
</tr>
<tr>
<td>Municipalities</td>
<td>0-14 (%)</td>
<td>0-15 (%)</td>
</tr>
<tr>
<td>Smooth Rock Falls</td>
<td>1 (1.1)</td>
<td>1 (1.0)</td>
</tr>
<tr>
<td>Strickland</td>
<td>—</td>
<td>2 (2.3)</td>
</tr>
<tr>
<td>Fauquier</td>
<td>5 (6.0)</td>
<td>4 (4.7)</td>
</tr>
<tr>
<td>Moonbeam</td>
<td>7 (8.3)</td>
<td>6 (7.1)</td>
</tr>
<tr>
<td>Kapuskasing</td>
<td>62 (74.0)</td>
<td>56 (66.0)</td>
</tr>
<tr>
<td>Val Rita</td>
<td>5 (6.0)</td>
<td>6 (7.1)</td>
</tr>
<tr>
<td>Harty</td>
<td>2 (2.3)</td>
<td>4 (4.7)</td>
</tr>
<tr>
<td>Opasatka</td>
<td>2 (2.3)</td>
<td>6 (7.1)</td>
</tr>
</tbody>
</table>
Between 1983 and 1988, seven weekend training programmes were offered to the students of École Secondaire Cité des Jeunes. Of the respondents in the experimental group, 20.2% participated in the November 1987 weekend, 24% participated in the March 1987 weekend, 25% participated in the November 1986 weekend, 22.6% participated in the April 1986 weekend, 7.1% participated in the April 1985 weekend, and 1.1% participated in the November 1983 weekend.

When the students in the experimental group were asked why they participated in the LTP, 52.3% reported they were influenced by their peers' recommendations of the LTP, 48.8% indicated they wanted to develop group work skills, 34.5% answered they wished to learn more about themselves, and 3.5% specified they were referred by an educator.

At the time of their first LTP weekend, 39.3% were 16 years old, 23.8% were 17 years old, 23.8% were 15 years old, 9.5% were 14 years old, and 3.6% were 18 years old. When they participated in their first training weekend, 43% were in grade eleven, 22.6% were in grade ten, 16.6% were in grade twelve, 14.3% were in grade nine, and 3.5% were in grade thirteen.

Of the experimental group, 14.3% participated in other leadership training programmes following their attendance in the LTP. While none of the students in the comparison group ever participated in the LTP, 14.1% did participate in other leadership training programmes. Table 5 illustrates the distribution of the two student samples according to their participation in other leadership training programmes.
Table 5—Distribution of Student Samples According to Participation in Other Leadership Training Programmes

<table>
<thead>
<tr>
<th>Programmes They Participated In</th>
<th>Experimental group</th>
<th>Comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n_1 = 12$ (%)</td>
<td>$n_2 = 12$ (%)</td>
</tr>
<tr>
<td>Lake Couchiching</td>
<td>5 (5.9)</td>
<td>2 (2.3)</td>
</tr>
<tr>
<td>Bark Lake</td>
<td>2 (2.4)</td>
<td>1 (1.2)</td>
</tr>
<tr>
<td>Air Cadets</td>
<td>1 (1.2)</td>
<td>2 (2.3)</td>
</tr>
<tr>
<td>Church sponsored</td>
<td>1 (1.2)</td>
<td>5 (5.9)</td>
</tr>
<tr>
<td>Girl Guides</td>
<td>1 (1.2)</td>
<td>1 (1.2)</td>
</tr>
<tr>
<td>Unspecified</td>
<td>2 (2.4)</td>
<td>1 (1.2)</td>
</tr>
</tbody>
</table>

Further, Table 6 reveals the distribution of the sample according to the time of year they participated in these other leadership training programmes, noted in Table 5.

Table 6—Distribution of Student Samples According to Time of Participation in Other Leadership Training Programmes

<table>
<thead>
<tr>
<th>Time of Participation</th>
<th>Experimental group</th>
<th>Comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n_1 = 12$ (%)</td>
<td>$n_2 = 12$ (%)</td>
</tr>
<tr>
<td>Spring 1985</td>
<td>1 (1.2)</td>
<td>3 (3.5)</td>
</tr>
<tr>
<td>Summer 1985</td>
<td>1 (1.2)</td>
<td>1 (1.2)</td>
</tr>
<tr>
<td>Summer 1986</td>
<td>1 (1.2)</td>
<td>3 (3.5)</td>
</tr>
<tr>
<td>Fall 1986</td>
<td>2 (2.4)</td>
<td>2 (2.4)</td>
</tr>
<tr>
<td>Summer 1987</td>
<td>6 (7.1)</td>
<td>2 (2.3)</td>
</tr>
<tr>
<td>Spring 1988</td>
<td>1 (1.2)</td>
<td>1 (1.2)</td>
</tr>
</tbody>
</table>
The distribution in Table 6 indicates that the majority of students participated in other training programmes at a time when the school term was over or during vacation.

**Results of outcome measurement instruments.** A two-tailed unpaired t-test and a repeated measures analysis of variance was computed for the three measurement instruments administered to the experimental and the comparison group. These measurement instruments had three different total scores. The Leadership Inventory (with a scale ranging from 1.0 to 4.0) had a possible total score of 80 such that the higher the score, the greater the leadership attribute. The Leadership Behaviour Checklist with its two sub-scales (task-centred behaviour and relationship-centred behaviour) yielded a total score of 60. Similarly, on this scale (ranging from 1.0 to 3.0), the higher the score, the greater the leadership behaviour attribute. Each sub-scale however, had a total score of 30.

The Index of Self-Esteem (with a scale ranging from 1.0 to 5.0) had a possible total score of 100. With a clinical cutting score determined at 30, scores lower than this indicated a healthy level of self-esteem, whereas scores over 30 suggested a clinically significant problem with self-esteem. Table 7 reports the mean scale scores of the experimental and comparison groups for each of the measurement instruments and the resulting t-values and E-ratios.
Table 7 - Mean Scale Scores for the Experimental (n=84) and Comparison Group (n=85)

<table>
<thead>
<tr>
<th>Measurement Scales Tested</th>
<th>Experimental Group (n=84)</th>
<th>Comparison Group (n=85)</th>
<th>t-values (df=167)</th>
<th>F-ratios (df=83)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>SD</td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1. Leadership Inventory</td>
<td>65.27</td>
<td>6.71</td>
<td>61.83</td>
<td>6.57</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Leadership&lt;sup&gt;x&lt;/sup&gt;</td>
<td>48.93</td>
<td>5.95</td>
<td>46.18</td>
<td>6.66</td>
</tr>
<tr>
<td>Behaviour Checklist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Task Centred Behaviour</td>
<td>23.88</td>
<td>3.05</td>
<td>22.38</td>
<td>3.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Relationship Centred</td>
<td>25.05</td>
<td>3.47</td>
<td>23.83</td>
<td>3.63</td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Index of Self-Esteem</td>
<td>26.88</td>
<td>12.18</td>
<td>30.38</td>
<td>15.41</td>
</tr>
</tbody>
</table>

Note: 'p<.1; *p<.05; **p<.01; ***p<.001; ****p<.0001.  
1-values obtained using an unpaired two-tailed t-test.  
F-ratios obtained using a repeated measures ANOVA.  
<sup>x</sup> denotes Leadership Behaviour Checklist which includes the task-centred behaviour sub-scale and the relationship-centred behaviour sub-scale.
The results from the t-tests and the ANOVAs reported in Table 7 indicated that the experimental group differed significantly from the comparison group on these outcome measures of leadership and self-esteem.

Results of programme assessment instrument. The experimental group was also asked to assess specific aspects of the LTP and recommend improvements to the programme. On the questionnaire, specific aspects of the programme were followed by a Likert-type scale (ranging from 1.0 to 5.0). The specific aspects evaluated were organized under three headings: (a) usefulness of programme, (b) format of instruction, and (c) quality of resources. Table 8 reports the mean satisfaction scores of the respondents for each of these dimensions.

Table 8 - Mean Satisfaction Scores of the Experimental Group With Leadership Training Programme (n=84)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Experimental group (n=84)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of resources</td>
<td>4.47</td>
<td>.22</td>
</tr>
<tr>
<td>2. Usefulness of programme</td>
<td>4.38</td>
<td>.13</td>
</tr>
<tr>
<td>3. Format of instruction</td>
<td>4.36</td>
<td>.14</td>
</tr>
</tbody>
</table>
As indicated in Table 8, the experimental group was generally satisfied with all the different dimensions of the LTP. In terms of the quality of resources, they agreed the role models provided by the student group leaders and the assistant programme coordinators facilitated the understanding of leadership theories and skills. Also, the strategies, the setting, and the size of the work groups were instrumental in making the weekend a worthwhile learning experience. They also indicated the clearly explained goals and techniques of each workshop activity were related to specific aspects of leadership theory.

With regard to the usefulness of the programme, the LTP not only taught leadership skills but also provided a better understanding of self and of interpersonal relationships. As for the format of instruction, the respondents noted they were particularly satisfied with the weekend format. For example, it provided adequate time to complete each workshop activity and enabled the participants to work with a number of people in the programme. From the total number of respondents in the experimental group, 93.9% would recommend the LTP to their peers. When asked to suggest improvements to the LTP, 86.9% indicated the programme required no modifications. However, Table 9 reports their perceptions of important components the LTP should retain.
<table>
<thead>
<tr>
<th>Components</th>
<th>Experimental group (n=84)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  The meals should continue to be prepared by assigned work groups.</td>
<td>82 (97.5)</td>
</tr>
<tr>
<td>2  The weekend marathon should remain the training format.</td>
<td>81 (96.4)</td>
</tr>
<tr>
<td>3  The school should continue to be the setting for the training programme.</td>
<td>81 (96.4)</td>
</tr>
<tr>
<td>4  The group leaders should continue to be senior students with group work experience.</td>
<td>81 (96.4)</td>
</tr>
<tr>
<td>5  The LTP should continue to be offered in November/April.</td>
<td>78 (92.8)</td>
</tr>
<tr>
<td>6  The length of workshop activities should remain the same.</td>
<td>78 (92.8)</td>
</tr>
<tr>
<td>7  The number of participants to LTP should continue to be limited to 30.</td>
<td>70 (83.2)</td>
</tr>
<tr>
<td>8  The number of participants in each work group should continue to be limited to 5.</td>
<td>63 (75.0)</td>
</tr>
<tr>
<td>9  The bedtime curfew should continue to be negotiated by the participants.</td>
<td>56 (66.6)</td>
</tr>
</tbody>
</table>
Discussion of Findings from Demographic Data and Outcome Measurements

The more than satisfactory match of the comparison group to the experimental group in terms of selected demographic characteristics presented, encouraged the researcher to render inferences from the subsequent comparative analysis. Because the samples were very closely matched, it was assumed that the treatment effect (when tested) could be more attributable to the impact rather than group differences.

Demographically, the majority of the samples may be described as being female senior students (grade 12 and 13) enrolled in advanced level courses, age 17 years and older, and living in Kapuskasing. Given the sample selection procedure, this was not a surprising finding. Table 7 (p. 77) reported that significant findings existed on all three of the measurement instruments used to assess leadership effectiveness. Although many extraneous factors may have caused these differences, the researcher would cautiously and optimistically suggest that students do develop leadership abilities as a result of their participation in the LTP.

With regard to the Leadership Inventory which rated specific characteristics a leader should possess, significant differences were also found. From the results reported in Table 7, the experimental group rated themselves as possessing more leadership traits than the comparison group. These data were similar to those obtained, with the same scale (Leadership Inventory), by Chauvin and Karnes (1982) in their study of leadership skills in gifted elementary students in the United States.

More specifically, on the Leadership Behaviour Checklist, the experimental group had a higher overall leadership behaviour score than the comparison group and was deemed to be more relationship-centred. In relationship-centred leadership behaviours, group leaders engage in a two-way communication with group members providing emotional support and accommodating behaviour. Further, a high priority is placed on maintaining good interpersonal
relationships within the group with consideration given to the needs of other members by creating a comfortable and friendly work atmosphere. Further, on the Index of Self-Esteem, the results indicated that the experimental group's self-esteem was higher than the comparison group seemingly giving the assumption that self-esteem increased due to leadership training some credibility.

From the assessment of various other dimensions of the LTP, the results reported in Table 8 indicated that the programme participants supported and enjoyed the LTP. Specifically, with regard to quality of resources, the various workshop activities, the school setting, the group size, and the abilities of the group leaders made the weekend a worthwhile learning experience. For example, the explained goals and techniques of each workshop activity were related directly to specific aspects of leadership theory.

In terms of usefulness of programme, the LTP seemingly provided a unique opportunity to learn, develop, and practice leadership and interpersonal skills. As it related to the format of instruction, the results indicated a general satisfaction with the workshop strategies and the format used for the weekend programme. For example, the format provided adequate time to complete each activity and enabled the participants to work with a number of people in the programme.

In terms of particular characteristics the programme should retain as fundamental components, it was noted and universally agreed in Table 9, that the assigned meal preparation schedule of each group and the marathon format of the training session were important components of the weekend as they facilitated the creation of new friendships and promoted cooperation among participants. Further, the school was perceived as an excellent setting for the training programme. The participants' familiarity with the setting along with the available facilities it provides (showers, gymnasium, kitchen, classroom space, etc) made the school an
ideal environment for the LTP. It was noted and universally agreed that student group leaders
contributed to a better understanding of leadership theory and practice in group work. In this
regard, their competence and abilities provided the participants with role models of leadership
behaviour. Table 9 also reported the LTP should continue to be offered once each semester with
November and April being the most appropriate times in the school year to offer such training.
However, in terms of programme participants, Table 9 reported their numbers should be
limited to no more than thirty with a maximum of five per work group. Finally, the negotiation
of bedtime curfew by programme participants should continue to be an integral part of the
training weekend format because it enables the participants to assume responsibilities for their
collective decisions.
III. Group Leader Data

Sixty-three percent of the programme group leaders ($n=8$) were female and 37% were male. Further, 50% were 18 years old, 25% were 19 years old, and 25% were 17 years old. Fifty percent were in grade thirteen and 50% were in grade twelve and were enrolled in advanced level courses. As well, 87.5% were from Kapuskasing and 12.5% were from Fauquier, a community east of Kapuskasing.

In the seven weekend training programmes offered between 1983 and 1988 to the students of Ecole Secondaire Cité des Jeunes, 50% of the programme group leaders participated in the April 1985 weekend, while the other 50% participated in the April 1986 weekend. At the time of their first training weekend, 50% were 16 years old, 37.5% were 15 years old, and 12.5% were 14 years old. When they participated in their first LTP, 50% were in grade ten, 25% were in grade eleven, and another 25% in grade 9.

When they were asked why they participated in the LTP, 75% said they wanted to learn more about themselves, 65% reported they wished to develop group work skills, 25% stated they were influenced by their peers' recommendations of the LTP, and 12.5% indicated they were referred by an educator.

Further, 37.5% participated in another leadership training programme other than the LTP. Of these, 25% participated in the Lake Couchiching programme and 12.5% participated in the Bark Lake programme. Of the 37.7% who participated in another leadership training programme, 12.5% did so after attending the LTP. Of the 37.5% who participated in other leadership training programmes, 25% attended in the Summer 1985 while 12.5% participated in the Spring of 1985, a time of year when the school term was over or during vacation.
Table 10 reveals the mean scale scores of the group leaders for each of the outcome measurement instruments used. The mean scale scores from these outcome measures were higher than those obtained by the experimental and the comparison group.

Table 10 - Mean Scale Scores On Three Outcome Measures Used for the Group Leaders (n=8)

<table>
<thead>
<tr>
<th>Outcome Measures Used</th>
<th>Programme Group Leaders (n=8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>̅X</td>
</tr>
<tr>
<td>1. Leadership Inventory</td>
<td>67.63</td>
</tr>
<tr>
<td>2. Leadership Behaviour Checklist&lt;sup&gt;X&lt;/sup&gt;</td>
<td>52.50</td>
</tr>
<tr>
<td>a. Task-Centred Behaviour</td>
<td>26.00</td>
</tr>
<tr>
<td>b. Relationship-Centred Behaviour</td>
<td>26.50</td>
</tr>
<tr>
<td>3. Index of Self-Esteem</td>
<td>16.75</td>
</tr>
</tbody>
</table>

<sup>Note</sup>: <sup>(X)</sup> denotes Leadership Behaviour Checklist which includes the task-centred behaviour sub-scale and the relationship-centred behaviour sub-scale.

The programme group leaders were asked to assess specific aspects of the LTP and recommend improvements to the programme. These specific aspects were organized under three headings: (a) usefulness of programme, (b) format of instruction, and (c) quality of resources.

Table 11 reports the mean satisfaction score of the respondents for each specific dimension (paralleling the measures used in Table 8, p. 78).
Table 11 - Mean Satisfaction Scores of Group Leaders Rating the Leadership Training Programme (n=8)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Group leaders (n=8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( \bar{X} )</td>
</tr>
<tr>
<td>1. Usefulness of programme</td>
<td>4.67</td>
</tr>
<tr>
<td>2. Quality of resources</td>
<td>4.60</td>
</tr>
<tr>
<td>3. Format of instruction</td>
<td>4.29</td>
</tr>
</tbody>
</table>

As indicated in Table 11, respondents were generally satisfied with all the different dimensions of the LTP. In terms of the usefulness of the programme, the respondents indicated the LTP was useful in not only teaching leadership skills but also in facilitating a better understanding of self and interpersonal relationships. As for the quality of resources, the experimental group agreed the role models provided by the group leaders and the assistant programme coordinators facilitated the understanding of leadership theories and skills. The strategies, the setting, and the size of the work groups were instrumental in making the weekend a worthwhile learning experience. In terms of the format of instruction, the programme participants were satisfied with the weekend format. While it provided adequate time for each workshop activity, it enabled the participants to work with a number of people in the programme. All of the group leaders would recommend the LTP to their peers.

When asked to recommend improvements to the programme, 87.5% reported the programme required no modifications. However, Table 12 outlines specific components they perceived the LTP should retain.
## Table 12: Group Leaders' Perceptions of Important Components the Leadership Training Programme Should Retain (n=8)

<table>
<thead>
<tr>
<th>Components</th>
<th>Group leaders (n=8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  The meals should continue to be prepared by assigned work groups.</td>
<td>8 (100)</td>
</tr>
<tr>
<td>2  The weekend marathon should remain the training format.</td>
<td>8 (100)</td>
</tr>
<tr>
<td>3  The school should continue to be the setting for the training programme.</td>
<td>8 (100)</td>
</tr>
<tr>
<td>4  Group leaders should continue to be senior students with group work experience.</td>
<td>8 (100)</td>
</tr>
<tr>
<td>5  The LTP should continue to be offered in November/April.</td>
<td>8 (100)</td>
</tr>
<tr>
<td>6  The number of participants to LTP should continue to be limited to 30.</td>
<td>7 (87.5)</td>
</tr>
<tr>
<td>7  The number of participants in each work group should continue to be limited to 5.</td>
<td>7 (87.5)</td>
</tr>
<tr>
<td>8  The length of workshop activities should remain the same.</td>
<td>5 (62.5)</td>
</tr>
<tr>
<td>9  The bedtime curfew should continue to be negotiated by the participants.</td>
<td>5 (62.5)</td>
</tr>
</tbody>
</table>
Finally, in their assessment of the overall effectiveness of the LTP on its participants, the group leaders universally agreed that the LTP not only provided a good overview of leadership theory and practice, but also taught participants to assume responsibilities, and helped develop a greater sense of maturity. They stated that on the average, their training as leaders was adequate 'all the time' and acknowledged having participated 'all the time' in the organization of the weekend workshops.

Because of varying degrees of maturity in participants, 87.5% of the group leaders indicated the participants should be screened by the programme coordinator and the group leaders to ensure their readiness to participate. As a result, 37.5% reported that junior students in grade 9 and 10 would benefit from a separate leadership training programme, so they would not feel overwhelmed by the presence of senior students. However, there was some indication (62.5%), that a separate leadership training programme for junior students may deny them the opportunity to learn from senior role models.

From a list of twenty six characteristics which describe leadership attributes (each followed by a Likert-type scale ranging from 1.0 to 3.0 with a mean score of 2.27 and a standard deviation of .30), respondents were asked to rate those most appropriate as prerequisites to leadership training. The eight most frequently endorsed attributes with a mean score ≥ 2.5 are reported in Table 13.
Table 13—Group Leaders' Perceptions of Leadership Attributes As Prerequisites to Leadership Training (n=8)

<table>
<thead>
<tr>
<th>Leadership Attributes</th>
<th>Group leaders (n=8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{x}$</td>
</tr>
<tr>
<td>Respectfulness</td>
<td>3.00</td>
</tr>
<tr>
<td>Cooperation</td>
<td>2.88</td>
</tr>
<tr>
<td>Trustworthiness</td>
<td>2.50</td>
</tr>
<tr>
<td>Motivation</td>
<td>2.50</td>
</tr>
<tr>
<td>Maturity</td>
<td>2.50</td>
</tr>
<tr>
<td>Understanding</td>
<td>2.50</td>
</tr>
<tr>
<td>Respectful toward school</td>
<td>2.50</td>
</tr>
<tr>
<td>Sensitivity to leadership issues</td>
<td>2.50</td>
</tr>
</tbody>
</table>

All of the respondents agreed the programme had a positive effect on its participants. Specifically, the programme enabled participants to not only feel good about themselves but also improved their outlook on life. Further, they all mentioned the LTP had enhanced the overall school spirit in a variety of ways. For example, student participation in school activities increased and the quality of activities and committees seemingly improved. As well, school activities coordinated by students with leadership training seemed better organized and more successful. Further, all of the respondents were unanimous in their opinion that the programme should continue to be offered to students and recommended the LTP to their peers.
Discussion of Group Leader Data

In terms of demographics, the majority of the sample may be described as being female senior students (grade 12 and 13) enrolled in advanced level courses, age 17 years and older, and living in Kapuskasing. When they first participated in the LTP, they apparently did so in order to learn more about themselves.

Data reported in Table 10 (p. 85) indicated that significant findings existed on all three outcome measures used to assess leadership effectiveness. Although many extraneous factors may have caused these differences, the researcher would cautiously suggest that students with more leadership training and group work experience do develop improved leadership skills and self-esteem.

In regard to the Leadership Inventory which rated specific characteristics a leader should possess, significant differences were found. These results indicated that the group leaders rated themselves as having more developed leadership traits than the experimental and comparison group. Further, these data reveal that the scores were higher than those obtained, with the same scale (Leadership Inventory), by Chauvin and Karnes (1982) in their study of leadership skills in gifted elementary students in the United States.

Specifically, on the Leadership Behaviour Checklist, the programme group leaders had a higher overall leadership behaviour score than did the experimental and comparison group. While the results indicated the experimental group had a more relationship-centred leadership behaviour, the group leaders achieved the same high score in both the task-centred and relationship-centred behaviour sub-scales. These results lead one to suggest the group leaders have the ability to commit all members to getting the task done while maintaining good interpersonal relationships.
In regard to self-esteem, while a measurable difference in the distribution of scores was obtained between the experimental group and the comparison group, the results were noticeably lower between the group leaders and the experimental group indicating the group leaders had significantly better levels of self-esteem (as measured on the Index of Self-Esteem). These results lead one to cautiously suggest that students with more leadership training and group work experience may develop improved self-esteem.

From the assessment of various other dimensions of the LTP, the results reported in Table 11 (p. 86) indicated that the group leaders supported and enjoyed the LTP. Specifically, in terms of usefulness of programme, the programme provided a unique opportunity to learn, develop, and practice leadership and interpersonal skills. In regard to quality of resources, the various workshop activities, the school setting, the group size, and the abilities of the group leaders made the weekend a worthwhile learning experience. In particular, the clearly explained goals and techniques of each workshop activities were related directly to specific aspects of leadership theory. As for the format of instruction, results indicated satisfaction with the workshop strategies and the weekend format. The format provided adequate time to complete each activity and encouraged the participants to work with a number of people in the programme.

In terms of reported characteristics the LTP should retain as fundamental components, the following were noted: the assigned meal preparation schedule of each group; the marathon format of the training session; the school as the setting for training weekends; the use of senior students with group experience as group leaders; the months of November and April as the most appropriate times to offer the programme; the number of participants limited to thirty with a maximum of five per work group; the length of the workshops remain unchanged; and, the negotiation of bedtime curfew by participants.
As for the LTP, the group leaders indicated the programme was important and should continue to be offered to high school students. For example, it offered a good overview of leadership theory and practice and taught participants more about themselves and group work skills. Since student participants have varying degrees of maturity, the group leaders recommended applicants be screened by the programme coordinators and the programme group leaders to ensure their readiness to participate. Also, because junior students often look to senior students as role models, they should continue to be evenly distributed in the work groups.

Aside from learning more about themselves and improving their outlook on life, the LTP was reported to have increased the programme participant's involvement in school activities and committees. Specifically, school activities and committees coordinated by students with leadership training were better organized and more successful and students with leadership training were generally the initiators of meaningful extra-curricular activities. Further, group leaders perceived, as reported in Table 14 (p. 89), that certain leadership attributes such as respectfulness, cooperation, trustworthiness, motivation, maturity, understanding, and sensitivity to leadership issues should be prerequisites for students to learn more about leadership skills.
IV. School Educators

In regard to the educators surveyed ($n=40$), $65\%$ were teachers, $25\%$ were heads of department, $5\%$ were guidance counsellors, and $5\%$ were school administrators. In terms of teaching experience, $7.5\%$ had between 30 and 34 years, $25\%$ had between 20 and 29 years, $50\%$ had between 10 and 19 years, and $17.5\%$ had between 0 and 9 years.

When the sample was asked how many of the ninety-one leadership training participants they taught/supervised/counselling, $52.5\%$ said they knew 50 or more participants, $5\%$ said they knew between 31 and 40 participants, $15\%$ answered they knew between 21 and 30 participants, $15\%$ reported they knew between 11 and 20 participants, $7.5\%$ indicated they knew 10 participants or less, and $2.5\%$ reported they knew none of them. When they were asked if they were familiar with the LTP currently being offered at the school, $60\%$ said yes while $40\%$ said no. When asked if they noticed any difference in the students who had participated in a LTP from those who had not, $77.5\%$ said yes while $22.5\%$ said no.

In terms of involvement in extra-curricular activities, $75\%$ of the educators were responsible for some 24 extra-curricular activities involving student participants. Of these, $92.5\%$ were involved in athletic activities, $55.5\%$ were involved in cultural activities, and $29.6\%$ were involved in academic activities. Of the educators responsible for extra-curricular activities, $65\%$ would use students to fill positions of responsibility whereas $10\%$ answered it did not apply to their activity.

When the sample was asked about their knowledge of the content of the LTP, $12.5\%$ answered they had considerable knowledge, $15\%$ indicated they had enough knowledge, $45\%$ said they had some knowledge, and $27.5\%$ reported they had no knowledge. Further, all indicated the LTP was important for students in some regard. Specifically, $75\%$ reported students learned personal development skills, $75\%$ answered students learned leadership
skills, 52.5% indicated students learned group dynamics skills, and 17.5% reported students learned planning skills. In addition, 97.5% of the respondents not only considered the leadership training important for the overall development of the student but that such a programme should teach specific skills. Table 14 reports the educators' perceptions of these specific skills.

Table 14 - Educators' Perceptions of Important Skills That Should Be Taught in a Leadership Training Programme (n=40)

<table>
<thead>
<tr>
<th>Skills That Should Be Taught</th>
<th>Educators (n=40)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency (%)</td>
</tr>
<tr>
<td>Personal development skills</td>
<td>32 (80.0)</td>
</tr>
<tr>
<td>Fundamentals of leadership skills</td>
<td>23 (57.5)</td>
</tr>
<tr>
<td>Group dynamics skills</td>
<td>21 (52.5)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>19 (47.5)</td>
</tr>
<tr>
<td>Planning skills</td>
<td>19 (47.5)</td>
</tr>
<tr>
<td>Values clarification skills</td>
<td>10 (25.0)</td>
</tr>
<tr>
<td>Decision-making skills</td>
<td>8 (20.0)</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>8 (20.0)</td>
</tr>
</tbody>
</table>

The skills outlined in Table 14 correspond specifically to those currently being imparted by the LTP at Ecole Secondaire Cité des Jeunes (Appendix D). Because leadership training is considered important in the overall development of students, 70% specified that
such a programme should be part of semestered extra-curricular activities. Thirty percent of the sample did not agree. For some 42.5% of the sample, they said the LTP should be incorporated into classroom instruction. Still another 47.5% reported the programme should be incorporated into the school curriculum but 52.5% did not agree.

On the issue of using student leaders as role models, 77.5% would agree to consider it. In regard to referring students for leadership training, 85% of the sample indicated teachers were in a good position to do so. However, 95% indicated guidance counsellors were in a better position to do this.

When the sample was asked if they would participate in the LTP, 60% were interested while 40% were not. Of the former group interested, 54.1% said they would lead workshop activities, 54.1% said they would supervise the participants, 41.6% said they would be group leaders, 37.5% said they would participate in the organization of the weekend, 33% said they would be workshop presenters, and 33% said they would screen the participants.

From the twenty six leadership characteristics (with a mean score of 2.58 and a standard deviation of .22 ) considered prerequisites students should possess to learn more about leadership, those with a mean ≥ 2.5 are reported in Table 15.
Table 15 - Educators' Perceptions of Leadership Attributes As Prerequisites to Leadership Training (n=40)

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Educators (n=40)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( \bar{x} )</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2.95</td>
</tr>
<tr>
<td>Responsibility</td>
<td>2.88</td>
</tr>
<tr>
<td>Motivation</td>
<td>2.83</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>2.83</td>
</tr>
<tr>
<td>Respectfulness</td>
<td>2.80</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>2.80</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>2.75</td>
</tr>
<tr>
<td>Trustworthiness</td>
<td>2.73</td>
</tr>
<tr>
<td>Skilled in human relations</td>
<td>2.70</td>
</tr>
<tr>
<td>Cooperation</td>
<td>2.68</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>2.60</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>2.60</td>
</tr>
<tr>
<td>Quality of organization</td>
<td>2.60</td>
</tr>
<tr>
<td>Understanding</td>
<td>2.58</td>
</tr>
<tr>
<td>Maturity</td>
<td>2.56</td>
</tr>
<tr>
<td>Quality of participation</td>
<td>2.53</td>
</tr>
<tr>
<td>Participation in school activities</td>
<td>2.53</td>
</tr>
</tbody>
</table>
Discussion of Educator Data

Demographically, the majority of the sample were classroom teachers with over ten years teaching experience having taught/counseled/supervised more than fifty of the ninety-one leadership training participants. In terms of the LTP, the respondents were seemingly familiar with and had knowledge of the programme.

The educators indicated that there was a difference in the students who had participated in the LTP. Specifically, those responsible for extra-curricular activities had noticed such differences and acknowledged the fact that students with leadership training were more likely to be selected as role models and were asked to assume key positions of responsibility in classroom and in extra-curricular activities.

As professionals concerned with preparing adolescents to evolve in society, these educators indicated that leadership training is important for high school students. They reported it not only enhanced the student's personal development, but also taught leadership, group dynamic, and planning skills. In terms of specific skills a leadership training programme for students should include, Table 14 (p. 94) indicated that personal development, group dynamics, communication, planning, values clarification, decision-making, and problem-solving skills were perceived as important. Their perceptions of important skills a leadership training programme should include, reiterated the same skills as those found in the literature review on leadership training and currently being imparted by the LTP.

While they considered leadership training important for the overall development of the student, these educators reported the semesteral extra-curricular format to be the most effective method to impart such training. Although a leadership training programme incorporated into classroom instruction or the school curriculum would ideally be the best
method to teach leadership and interpersonal skills to more adolescents, it is assumed (on
the basis of these data) that its effectiveness would be greatly reduced. For example,
education ministerial guidelines imposed on the programme along with academic
requirements, and administrative formalities could presumably stifle the programme's
relative effectiveness in its present format. Specifically, parameters such as (a) required
contact hours, (b) compulsory attendance, (c) restrictive time-frame for the course, (d)
assignments, (e) on-going content evaluations and final examination, and (f) classroom
setting, could perhaps be detrimental to the programme's effectiveness and required
flexibility by reducing the LTP to a traditional and institutionalized format.

In regard to the leadership attributes considered to be prerequisites to learn more
about leadership, the educators added self-confidence, responsibility, self-discipline,
self-esteem, conscientiousness, cooperation, skillful in human relations, leadership
abilities, self-awareness, and quality of organization to those already mentioned by the
group leaders in Table 13 (p. 89). Further, throughout the analysis of these data it became
apparent that educators were a very pivotal group in the planning and designing of any
training programme and as a result, their perceptions of the LTP were taken seriously.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The findings from the comprehensive programme evaluation indicated the Leadership Training Programme (LTP) has evolved consistently with its stated goal and objectives and was effective in developing leadership skills and improving self-esteem in its participants. During the course of the programme evaluation, data was collected and analyzed to answer the three research questions. The following section will present the specific conclusions that emerged from the study and the subsequent recommendations derived from the evaluation research.

Limitations of Study

In keeping with the findings of Chauvin and Karnes (1982), Foster (1981), Otey (1978) and Plowman (1981), one of the most significant limitations to this study was the lack of adequate leadership measurement instruments for high school students. Although much has been written about leadership in general, a review of various recent psychological and mental research measurements yearbooks and sociological and educational measurements inventories revealed that few measurement instruments have been developed. To overcome this limitation, a measurement instrument was designed by the researcher and Dr. M. J. Holosko in order to assess the leadership behaviour dimension proposed by the research question. Although specific reliability tests done for this study indicated that the instrument had a high coefficient of reliability and internal consistency, further field-testing should be undertaken to validate the instrument as a measurement tool for leadership behaviour in high school students.
A second limitation of the study was the post-hoc research design of the evaluation. Since no previous evaluation procedures for the programme were established, the present programme could not use the pre-post research design to measure improvement in leadership skills and self-esteem in the experimental group and the group leaders. Therefore, although careful consideration was given to matching the comparison group to the experimental group in terms of specific demographic characteristics, the results from the measurement instruments do not imply the matching of findings. Numerous extraneous factors could account for the difference in scores.

Further, the study was limited by the use of an availability sample because many of the students who participated in the LTP between 1980 and 1983 were inaccessible in 1988. The last limitation of the study affects the generalization of the findings. Because the selection process for programme participants favoured motivated students with potential leadership abilities (already involved in school activities and committees), empirically, the generalization of the findings arising from this study are limited to the this particular segment of the student population of Ecole Secondaire Cité des Jeunes only.

Conclusions

As a result of the findings from the administrative chronology, the programme design, the leadership and self-esteem instruments, and the programme assessment instruments, the following general conclusions were drawn.

1. The LTP at Ecole Secondaire Cité des Jeunes had evolved consistently with its goal and objectives, although it took some time for the specific goal to emerge.
2. The significant decrease in programme funds and educator involvement with the programme had over time affected programme continuity and consistency. These limitations compelled the programme coordinator to become more resourceful in maintaining the viability of the LTP. Consequently, the decision to train students to be group leaders made it possible for the LTP to remain viable and become fairly autonomous.

3. In this study, the significant findings on all three measurement instruments suggested that self-selected programme participants already displaying leadership abilities because of their involvement in school activities, may improve their leadership abilities and self-esteem as a result of participation in the LTP.

4. The usefulness of the programme, the format of instruction, and the quality of resources offered the programme participants in this study an opportunity to learn, develop, and practice leadership and interpersonal skills.

5. The leadership and interpersonal skills promoted during the LTP were congruent with what the leadership literature identified as appropriate concepts and skills to include in a leadership training programme.

6. Educators at Ecole Secondaire Cité des Jeunes were a key group within the school setting able to assess the effectiveness of the LTP. As a result of their involvement with students in school-related activities, they were in position to notice differences in participants before and after participating in the LTP.
7. in this study, the LTP abetted the psycho-social development of adolescents during their identity formation period. Through peer-referring, the mature student group leaders of the LTP (selected because of their level of maturity, leadership abilities, and group work experience) were effective in enabling their peers to learn more about themselves and others, to feel better about themselves and others, and to work with others.

8. The LTP conducted at Ecole Secondaire Cité des Jeunes had a positive effect on the school spirit. Indeed, the evaluation indicated that the programme participants (already involved in school activities and displaying leadership abilities) became more involved in school activities, were selected to assume key positions, or to initiate meaningful school-related activities, and school activities and committees generally became better organized and more successful.

9. However one examines these data and despite the perceived bias of the researcher, the findings from the study indicated the programme was successful and effective despite the limitations noted.
Recommendations

Leadership training weekends such as the one conducted by École Secondaire Cité des Jeunes should continue to be offered to its population of French-speaking high school students since its content, format, and approach were found to be successful in improving leadership and interpersonal skills in self-selected adolescents. However, consideration should be given to the following recommendations derived from the data collected for this evaluation.

1. The original funding source and alternate sources (i.e., federal government, provincial government, voluntary organization, etc.) should be actively lobbied by the programme coordinator to endorse and financially support the LTP.

2. Presentations should be made to the school educators at the beginning of the school year to familiarize them with the goals and objectives of the weekend LTP as well as with the content and strategies of the programme.

3. École Secondaire Cité des Jeunes should continue to offer leadership training to other French high schools in the Cochrane North district to increase the programme's profile. Other French high schools (in communities such as Hearst, Cochrane, Iroquois Falls, New Liskeard) under the jurisdiction of the North Bay regional office of the Ministry of Education should be targeted for such training.

4. The student participants' programme manual should include the programme and workshop goals and objectives as well as a summary of the relevance of the concept to leadership training.
5. A formal LTP programme training manual clearly detailing the goals, objectives, content, procedures, and a systematic programme evaluation format particularizing all aspects of the training programme, should be developed by the programme coordinator to help interested educators (in French high schools under the jurisdiction of the North Bay regional office of the Ministry of Education) implement such a training programme in their respective schools.

6. Workshops/presentations on leadership training for French-speaking high school students should be developed by the programme coordinator to initiate and stimulate other educators in French-speaking high schools in the region to organize as well as assume the responsibility for promoting a leadership training programme in their respective school.

7. Using a pre-post research design, each leadership training weekend should be evaluated for effectiveness by administering the leadership and self-esteem measurement instruments to the participants, programme group leaders, and assistant programme coordinators. This pre-post research design will enable the coordinator of the programme to further field-test the Leadership Behaviour Checklist in order to validate the instrument as a measurement tool for leadership behaviour in high school students.

8. Summary reports for each leadership training weekend should be submitted to the principal funding body to report on the programme’s effectiveness in achieving its goal.
9. At Ecole Secondaire Cité des Jeunes, mature senior students with leadership training and group work experience should continue to be recruited and selected as assistant programme coordinators and programme group leaders. They should continue to receive formal group leadership training emphasizing skills in leadership and interpersonal skills.

10. A publicity campaign within Ecole Secondaire Cité des Jeunes to promote the LTP both to educators and students should be organized at the beginning of each school year to familiarize new students and educators with the weekend training programme’s goals, objectives, and content.

11. Consideration should be given to extending the LTP to other high school students from grade 9 to 13 enrolled in any academic level at Ecole Secondaire Cité des Jeunes. Students considered to be at-risk (students with poor self-esteem, potential drop-outs or push-outs, students displaying delinquent behaviour in school setting, students in special education programmes, underachievers, etc) should be also be targeted for the programme.

12. Consideration should be given to providing LTP training participants at Ecole Secondaire Cité des Jeunes, with a follow-up session to ensure the integration of theory and skills.
REFERENCES
REFERENCES


King, P.H. (1966). A summary of research in training for advisory roles in other cultures by the behavioral sciences laboratory. Wright Patterson Air Force Base: Aerospace Medical Research Laboratories.


Maher, R. E. (1985b, April). This elective course can turn average kids into leaders. *The Executive Educator, 16*, 16-17.


APPENDIX A

Requests To Undertake Research
le 16 décembre 1987
M. André Bordeleau
Directeur du Conseil des Ecoles Séparées Catholiques du District de Kapuskasing
75, rue Queen
Kapuskasing, Ontario
PSN 1H5

M. Bordeleau,

J'entreprends présentement ma maîtrise en travail social à l'Université de Windsor. Dans le cadre du programme j'ai choisi de faire une thèse. Le sujet de ma recherche porte sur l'évaluation du programme de formation en leadership pour étudiants à l'Ecole Secondaire Cité des Jeunes.

Je viens par la présente solliciter la permission du Conseil afin d'administrer à trois groupes d'étudiants(es) et un groupe d'enseignants(es), différents questionnaires qui me permettront d'évaluer le programme de formation en leadership pour étudiants. La cueillette de données qui sera entreprise probablement en février ou mars de 1988, sera faite de façon à assurer l'anonymat des participants(es).

Espérant que vous acquiescerez à ma demande, je demeure

Sincèrement vôtre,

Yves Martel

Yves Martel
16 croissant Radisson
Kapuskasing, Ontario
PSN 3C3
le 17 décembre 1987

M. André Girard
Directeur adjoint de l’École Secondaire Cité des Jeunes
10 boulevard Cité des Jeunes
Kapuskasing, Ontario
P5N 2K2

M. Girard,

J’entends présenterment ma maîtrise en travail social à l’Université de Windsor. Dans le cadre du programme j’ai choisi de rédiger une thèse. Le sujet de ma recherche porte sur l’évaluation du programme de formation en leadership pour étudiants à l’École Secondaire Cité des Jeunes.

Je viens par la présente solliciter la permission d’administrer à trois groupes d’étudiants(es) et un groupe d’enseignants(es), différents questionnaires qui me permettront d’évaluer le programme de formation en leadership pour étudiants. La cueillette de données qui sera entreprise probablement en février ou mars de 1988, sera faite de façon à assurer l’anonymat des participants(es).


Je vous remercie de l’attention que vous allez porter à ma demande.

Sincèrement vôtre,

Yves Martel

Yves Martel
16 croissant Radisson
Kapuskasing, Ontario
P5N 3C3
APPENDIX B

Release of School Enrollment Lists from Ecole Secondaire Cité des Jeunes
le 20 janvier 1988

M. Yves Martel
16, croissant Radisson
Kapuskasing, Ontario
PSN 3C3

Yves,

Je te fais parvenir deux rapports qui, je l'espère, pourront t'être utiles. Comme tu le constateras, notre ordinateur n'a pu extraire seulement les noms que tu avais listés; j'inclus donc dans le premier, tous les élèves présentement inscrits à Cité. L'autre contient la liste de tous les élèves nés entre 1960 et 1969. J'espère que tu pourras en extraire suffisamment d'information pour entrer en communication avec ces élèves.

Bonne chance dans tes projets; au plaisir de te revoir bientôt.

Sincèrement,

André Girard

AG/ml

p.J.

CONSEIL DES ÉCOLES SÉPARÉES CATHOLIQUES DU DISTRICT DE KAPUSKASING
APPENDIX C

Administrative Chronology of Leadership Training Programme at Ecole Secondaire Cité des Jeunes
## Administrative Chronology of the Leadership Training Programme at Ecole Secondaire Cité des Jeunes

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENTS</th>
<th>POLICIES/PROCEDURES</th>
<th>SERVICES</th>
<th>PERSONNEL/BUDGET</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1980</td>
<td>Workshop on leadership training for French high school students was held in New Liskeard at Ecole Sainte Marie.</td>
<td>French high school cultural activities coordinators, under the jurisdiction of the North Bay regional office of the Ministry of Education, were invited to attend the workshop.</td>
<td>It was recommended that French high schools develop a leadership training programme for their student population.</td>
<td>Each school funded the participation of their cultural activities coordinator at the workshop.</td>
<td>Student leadership was seen as a method of promoting French cultural activities in French high schools.</td>
</tr>
<tr>
<td>April 1980</td>
<td>Phase I was launched. A proposal to introduce leadership training at Ecole Secondaire Cité des Jeunes was discussed with the school principal.</td>
<td>Prior to this event, formal leadership training for students was not available.</td>
<td>The proposal recommended that a leadership training programme be developed and implemented for the 1980-1981 school year.</td>
<td>The principal agreed to fund the programme from the cultural activities budget.</td>
<td>Programme offered opportunity to promote student participation in school activities and to increase school spirit.</td>
</tr>
<tr>
<td>April 1980</td>
<td>M. André Paradis, a teacher at Ecole Secondaire Cité des Jeunes, accepted the responsibility of developing the leadership training programme.</td>
<td>Programme designer met with school principal and school cultural activities coordinator to determine orientation, goals, and objectives of programme.</td>
<td>Consultation with other schools in the province to seek information on specific approaches used in other training programmes.</td>
<td>Principal agreed to fund the programme through school budget.</td>
<td>The need for leadership training and its possible benefits were recognized. Recommendations from educators enabled Phase II to be launched.</td>
</tr>
<tr>
<td>DATE</td>
<td>EVENTS</td>
<td>POLICIES/PROCEDURES</td>
<td>SERVICES</td>
<td>PERSONNEL/BUDGET</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>May 1980</td>
<td>Phase II began. Consultation with M. Denis Fortin (a teacher from Timmins), in the development of the leadership training programme.</td>
<td>Goals, objectives, content, and format of programme were tentatively defined.</td>
<td>M. Fortin provided guidance and support in the development of programme.</td>
<td>Consultation was funded from the principal’s school budget. M. Paradis agreed to coordinate and implement the programme at Cité des Jeunes.</td>
<td>The weekend marathon format of the programme was the most appropriate model of service delivery. Development of programme was undertaken on teacher’s own time and without remuneration.</td>
</tr>
<tr>
<td>September 1980</td>
<td>Phase III was launched. 1st leadership training weekend for French high school students offered at the Kapuskasing campus of Northern College.</td>
<td>35 students holding positions of responsibility in school committees and organizations were selected as participants by programme coordinator.</td>
<td>Participants learned leadership theory and skills.</td>
<td>6 teachers selected by programme coordinator to be group leaders. A registration fee of $8.00 for each participant (75% of expenses paid by school budget and 25% by participants).</td>
<td>Weekend marathon using the experiential approach began on Friday at 6 p.m. and ended on Sunday at 4 p.m. Group leaders were initiated to the programme activities one week before training weekend. Summary of evaluation submitted to principal along with recommendations.</td>
</tr>
<tr>
<td>October 31, November 1, 2, 1980</td>
<td>The start of Phase IV. Evaluation of leadership training weekend.</td>
<td>Students’ evaluations were reviewed. Feedback from group leaders was discussed. All information was treated as confidential.</td>
<td>Need to identify how well workshops met programme goals and objectives. Information to be used for next training weekend.</td>
<td>Due to cost of programme, only 2 training weekends will be held each year. Total cost of first weekend was $750.00.</td>
<td></td>
</tr>
<tr>
<td>November 1980</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>EVENTS</td>
<td>POLICIES/PROCEDURES</td>
<td>SERVICES</td>
<td>PERSONNEL/BUDGET</td>
<td>COMMENTS</td>
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<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 3-4-5</td>
<td>2nd leadership training weekend held at Ecole Secondaire Cité des Jeunes.</td>
<td>40 students selected by programme coordinator. Preference given to students involved in school activities.</td>
<td>Same format as first training weekend.</td>
<td>M. Yves Martel asked by M. Paradis to help in the organization of programme. Six teachers became group leaders.</td>
<td>Assistant coordinator was needed to share the responsibilities of coordinating training workshops.</td>
</tr>
<tr>
<td>1981</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A summary report was submitted to principal. Article on leadership was written in school paper by workshop participants.</td>
</tr>
<tr>
<td>May 1981</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed and feedback from group leaders was discussed with programme coordinator.</td>
<td>Information used to draw recommendations for next leadership weekend.</td>
<td></td>
<td>The students were initiated to the weekend activities one week before the session.</td>
</tr>
<tr>
<td>November 13-14-15 1981</td>
<td>3rd leadership weekend at Cité des Jeunes.</td>
<td>30 participants were were selected with preference given to students involved in school activities.</td>
<td>Programme format remained the same.</td>
<td>3 teachers and 3 students selected as group leaders. Registration fee increased to $10.00.</td>
<td>Participants enjoyed having students as group leaders.</td>
</tr>
<tr>
<td>November 1981</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed and feedback from group leaders was discussed with programme coordinator.</td>
<td>Information to be used for next leadership weekend.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| COMMENTS                                                                 |</p>
<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENTS</th>
<th>POLICIES/PROCEDURES</th>
<th>SERVICES</th>
<th>PERSONNEL/BUDGET</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1982</td>
<td>Programme coordinator leaves.</td>
<td>Need to replace programme coordinator.</td>
<td>Programme would stop without a coordinator.</td>
<td>M. Martel assumed the role of programme coordinator.</td>
<td>Students wanted the programme to continue.</td>
</tr>
<tr>
<td>September 1982 to</td>
<td>Leadership training programme was suspended until re-organization was</td>
<td>Re-evaluation of programme.</td>
<td>Re-evaluation of goals, objectives, content, and format of programme.</td>
<td>New school principal. Funds allocated to programme limited to $500.00.</td>
<td>More money needed to fund programme.</td>
</tr>
<tr>
<td>September 1983</td>
<td>completed.</td>
<td></td>
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</tr>
<tr>
<td>October 14-15-16</td>
<td>Leadership training programme offered to students of Ecole Secondaire</td>
<td>4 students from Cité des Jeunes were selected and trained as</td>
<td>Same programme format as previous weekends.</td>
<td>Programme financed from Smooth Rock Falls principal's budget. Programme coordinated by M. Martel.</td>
<td>Important step in the re-evaluation of weekend training format, content, goals, and objectives.</td>
</tr>
<tr>
<td>1983</td>
<td>Smooth Rock Falls (ESSRF).</td>
<td>as group leaders by programme coordinator.</td>
<td></td>
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</tr>
<tr>
<td>October 1983</td>
<td>Evaluation of leadership training weekend offered in Smooth Rock Falls.</td>
<td>Participants' evaluations were reviewed. Feedback from group leaders discussed and group leaders' performance evaluated by programme coordinator.</td>
<td>Recommendations to to be used for next leadership training weekend.</td>
<td></td>
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</tr>
<tr>
<td>DATE</td>
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<tr>
<td>October 1983</td>
<td>Organization of next leadership training weekend to be offered at Cité des Jeunes. Publicity campaign promoted the programme within the school.</td>
<td>Promoted importance of leadership training skills. Publicized the goals and objectives of programme.</td>
<td>Focused on employment opportunities available to those with leadership skills.</td>
<td>Teachers' participation decreased. Budget was limited.</td>
<td>Budget and personnel limitations forced programme changes. Publicity campaign attracted many interested students.</td>
</tr>
<tr>
<td>November 11-12-13 1983</td>
<td>4th leadership training weekend at Cité des Jeunes.</td>
<td>20 participants (10 boys and 10 girls) selected by programme coordinator with preference given to students involved in school activities.</td>
<td>Same format as previous weekend.</td>
<td>4 students (2 boys and 2 girls) group leaders selected by programme coordinator. Group leaders initiated to weekend activities one week before session. Registration fee was increased to $25.00.</td>
<td>Focus was on motivating students to apply newly acquired leadership skills in school activities and organizations.</td>
</tr>
<tr>
<td>November 1983</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed. Random feedback interview of participants by programme coordinator. Feedback from group leaders discussed and group leaders' performance evaluated by programme coordinator.</td>
<td>To determine if the orientation of workshops met goals and objectives of programme. Recommendations to be used for the next training weekend.</td>
<td>Total expenses were $650.00. The principal's budget covered the outstanding expenses.</td>
<td>Focus was on the application of leadership skills.</td>
</tr>
<tr>
<td>DATE</td>
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<td>PERSONNEL/BUDGET</td>
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<tr>
<td>March 1984</td>
<td>5th leadership training weekend at Cité des Jeunes.</td>
<td>20 participants (10 boys and 10 girls) selected by programme coordinator with preference given to students involved in school activities.</td>
<td>Same format as previous weekend.</td>
<td>5 students selected as group leaders by programme coordinator and initiated to activities one week before session.</td>
<td>Students played an increasingly greater role in the training of their peers.</td>
</tr>
<tr>
<td>April 1984</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed. Random feedback interview of participants by programme coordinator. Feedback from group leaders discussed and group leaders' performance evaluated by programme coordinator.</td>
<td>Recommendations to be used for the next training weekend.</td>
<td>Total expenses were $780.00. Need to increase registration fee to cover expenses.</td>
<td>Participants were ready to pay higher fees to continue programme.</td>
</tr>
<tr>
<td>April 1985</td>
<td>6th leadership Training weekend held at Ecole Secondaire Smooth Rock Falls (ESSRF).</td>
<td>45 participants from both schools (23 from Cité des Jeunes and 22 from Ecole Secondaire Smooth Rock Falls were selected by programme coordinator.</td>
<td>Same format as previous weekend.</td>
<td>5 students were selected as group leaders by programme coordinator and initiated to activities one week before the training weekend. ESSRF principal paid registration fee of his students. Participants from Cité paid a $15.00 registration fee.</td>
<td>Request for leadership training came from ESSRF school principal.</td>
</tr>
<tr>
<td>DATE</td>
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<tr>
<td>May 1985</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed. Random feedback interview of participants by programme coordinator. Feedback from group leaders discussed and group leaders' performance evaluated by programme coordinator.</td>
<td>Recommendations to be used for the next training weekend.</td>
<td>Total expenses were $1125.00.</td>
<td>Extending benefits of programme to other schools who could not conduct their own programme because of personnel limitations.</td>
</tr>
<tr>
<td>June 1985</td>
<td>Follow-up session at Cité des Jeunes.</td>
<td>40 students from both schools participated (19 from ESSRF and 21 from Cité).</td>
<td>To discuss and clarify specific leadership skills.</td>
<td>Expenses shared by both principals from school budget.</td>
<td>Enabled students to assume a leadership role in school activities. It was found to have enhanced school spirit and student participation in school activities.</td>
</tr>
<tr>
<td>October 1985 to April 1986</td>
<td>Elaboration of a workbook for leadership participants.</td>
<td>To write and illustrate a participants' manual containing goals, objectives, theory, and worksheets for leadership participants.</td>
<td>A reference workbook for students participating at training weekend.</td>
<td>The cost ($250.00) for developing the workbook was paid from principal's school budget.</td>
<td>A leadership guide for school activities and committees.</td>
</tr>
<tr>
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<tr>
<td>April 18-19-20 1986</td>
<td>7th leadership training weekend at Cité des Jeunes.</td>
<td>25 participants (12 boys and 13 girls) were selected by programme coordinator with preference given to senior students.</td>
<td>Same format as previous weekend.</td>
<td>5 students were selected as group leaders by programme coordinator. All were initiated to activities one week before the training weekend. Registration fee was increased to $50.00.</td>
<td>Each participant received a workbook upon registration.</td>
</tr>
<tr>
<td>May 1986</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed. Random feedback interview of participants by programme coordinator. Feedback from group leaders discussed and group leaders' performance evaluated by programme coordinator.</td>
<td>Recommendations to be used for the next training weekend.</td>
<td>Total expenses were $980.00.</td>
<td>Student programme needed to help programme coordinator organize weekend training workshops. Teachers not available to assume this task because of commitments to other school activities.</td>
</tr>
<tr>
<td>November 7-8-9 1986</td>
<td>8th leadership training weekend at Cité des Jeunes.</td>
<td>20 participants (10 boys and 10 girls) were selected by programme coordinator with preference given to senior students.</td>
<td>Same format as previous weekend.</td>
<td>5 student group leaders and 2 assistant programme coordinators were selected by programme coordinator and initiated to activities one week before the training weekend.</td>
<td>Students applied their leadership skills and assumed responsibilities in the organization of training weekend.</td>
</tr>
<tr>
<td>DATE</td>
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<tr>
<td>December 1986</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed. Random feedback interview of participants by programme coordinator. Feedback from group leaders discussed and group leaders' performance evaluated by programme coordinator.</td>
<td>Recommendations to be used for the next training weekend.</td>
<td>Total expenses were $1000.00.</td>
<td>Students wished to be involved in the organization and coordination of programme.</td>
</tr>
<tr>
<td>January 1st 1987</td>
<td>Cité des Jeunes (formerly under the jurisdiction of the Kapuskasing Board of Education), was now administered by the Kapuskasing District Roman Catholic Separate School Board (because of separate school funding legislation).</td>
<td>Block transfer of building, school personnel, and students from Kapuskasing Board of Education to the Kapuskasing District Roman Catholic Separate School Board.</td>
<td>Leadership weekend programme had to make provisions to include religious services in its timetable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 6-7-8 1987</td>
<td>9th leadership training weekend at Cité des Jeunes.</td>
<td>33 participants (11 boys and 22 girls) were selected by programme coordinator and 2 programme assistants with preference given to senior students.</td>
<td>Same format as previous weekend.</td>
<td>6 student group leaders and 2 assistant coordinators were interviewed and selected by programme coordinator. All were initiated to activities one week before session.</td>
<td>To formalize the selection process of group leaders.</td>
</tr>
<tr>
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</tr>
<tr>
<td>April 1987</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed. Random feedback interview of participants by programme coordinator. Feedback from group leaders discussed and group leaders' and assistant coordinators' performance evaluated by programme coordinator.</td>
<td>Recommendations to be used for the next training weekend.</td>
<td>Total expenses were $1650.00.</td>
<td>Have students organize and coordinate leadership training workshops under teacher supervision.</td>
</tr>
<tr>
<td>June 1987</td>
<td>Programme coordinator leaves.</td>
<td>2 student programme assistants assumed organization and coordination of training programme.</td>
<td>Students did not want the programme to stop.</td>
<td></td>
<td>Students coordinated and organized the entire leadership training weekend.</td>
</tr>
<tr>
<td>November 20-21-22 1987</td>
<td>10th leadership training weekend at Cité des Jeunes.</td>
<td>20 participants (8 boys and 12 girls) were selected by student programme coordinators with preference given to senior students.</td>
<td>Same format as previous weekend.</td>
<td>2 group leaders were selected by student coordinators. Group leaders were initiated to activities by student coordinators one week before the training weekend.</td>
<td>Student coordinators also assumed the role of group leaders.</td>
</tr>
<tr>
<td>DATE</td>
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<tr>
<td>December 1987</td>
<td>Evaluation of leadership training weekend.</td>
<td>Participants' evaluations were reviewed. Feedback from group leaders and group leaders' and assistant coordinators' performance were evaluated by supervising teacher.</td>
<td>Recommendations to be used for the next training weekend.</td>
<td>Total expenses were $1140.00. Teachers' involvement necessary to keep programme active.</td>
<td>Supervising teacher must have knowledge of leadership programme.</td>
</tr>
</tbody>
</table>
APPENDIX D

General Outline of Weekend Leadership Training Programme
at Ecole Secondaire Cité des Jeunes
### General Outline of the Weekend Leadership Training Programme at Ecole Secondaire Cité des Jeunes

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITIES</th>
<th>GOALS</th>
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</thead>
<tbody>
<tr>
<td><strong>FRIDAY</strong></td>
<td></td>
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<tr>
<td>4:00 p.m.</td>
<td>Pairing of participants before their arrival for registration.</td>
<td>To promote flexibility and adaptability of group process.</td>
<td>To overcome shyness.</td>
<td>All participants are paired by programme coordinator and assistant programme coordinators.</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Registration.</td>
<td></td>
<td></td>
<td>Material and group assignments.</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Welcoming remarks.</td>
<td>To structure the weekend.</td>
<td>To outline the purpose of the weekend.</td>
<td>Programme coordinator clearly states the goals and objectives and rules of conduct for the weekend.</td>
</tr>
<tr>
<td>7:45 p.m.</td>
<td>Interviews and presentations of partners.</td>
<td>To develop basic interviewing skills.</td>
<td>To interview an assigned participant.</td>
<td>At registration, instructions were given to find and interview the person identified in their workbook using the questions suggested.</td>
</tr>
<tr>
<td>TIME</td>
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<tr>
<td>9:00 p.m.</td>
<td>1st workshop: Icebreakers and group formation.</td>
<td>To facilitate interpersonal relationships.</td>
<td>To facilitate self-introduction of participants in group setting.</td>
<td>Each participant is a member of a group identified by a colour-coded tag. Each group must find a name, invent a cheer, and create observation and coordination games to be demonstrated to all the participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To encourage team-building and group cohesiveness.</td>
<td>To identify the unique features of the group.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>To foster group creativity.</td>
<td>To devise an activity requiring creativity.</td>
<td></td>
</tr>
<tr>
<td>9:45 p.m.</td>
<td>Plenary: Presentation of group activities.</td>
<td>To initiate the problem-solving process.</td>
<td>To have participants work as a group.</td>
<td>Presentation of group name and cheer. Group demonstration of activities that call for observation and coordination abilities on the part of the other participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To demonstrate group creativity and cohesiveness.</td>
<td>To be identified as a group.</td>
<td></td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td>Negotiate a weekend curfew.</td>
<td>To initiate the decision-making process and its consequences.</td>
<td>To select a spokesperson.</td>
<td>Individual group chooses a curfew hour and selects a representative. These representatives along with the programme coordinator will negotiate a curfew hour.</td>
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<tr>
<td></td>
<td></td>
<td>To monitor group dynamics.</td>
<td>To choose a curfew hour.</td>
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<td></td>
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<td></td>
<td>To abide by the decision.</td>
<td></td>
</tr>
<tr>
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<tr>
<td>11:00 p.m.</td>
<td>Snack: Meal preparation.</td>
<td>To apply planning and organizational skills.</td>
<td>To plan and organize a snack for all the participants within a limited time-frame.</td>
<td>Each group is assigned a meal to prepare for the whole group during the course of the weekend.</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Shower and bedtime.</td>
<td>To encourage interpersonal relationships and group cohesiveness.</td>
<td></td>
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</tr>
<tr>
<td>TIME</td>
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<tr>
<td>Saturday</td>
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<tr>
<td>6:00 a.m.</td>
<td>Wake-up call for group preparing breakfast.</td>
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<tr>
<td>6:45 a.m.</td>
<td>Wake-up call for all participants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Breakfast.</td>
<td></td>
<td></td>
<td>Meal preparation.</td>
</tr>
</tbody>
</table>
General Outline—Continued

<table>
<thead>
<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>9:00 a.m.</td>
<td>2nd workshop: Leadership styles.</td>
<td>To introduce the theory of leadership styles and the importance of a group leader.</td>
<td>To select a spokesperson. To teach the three leadership styles. To apply the theory in role-playing situations. To discuss the importance of a group leader. To observe group process during discussions and role-playing activities.</td>
<td>All participants meet in their respective groups and complete a self-administered test to determine their leadership style. After discussing the results of their test with others in the group, they read and discuss the text on leadership styles. Through role-playing activities, each group applies the three leadership styles. Once the styles have been individually applied in role-playing situations, the importance of group leaders is presented and discussed. A group member is selected to make a summary of the group process, group results, and highlights of the discussion.</td>
</tr>
<tr>
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<tr>
<td>10:15 a.m.</td>
<td>Plenary: Report from groups.</td>
<td>To encourage the development of communication skills (written and oral). To develop the ability to give feedback and participate in a group discussion.</td>
<td>To summarize and discuss individual group process and findings.</td>
<td>Each group representative is asked to give a formal report of the proceedings in their group including group process, results, and recommendations. Participants are invited to ask questions and give feedback to the group representatives.</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Summary of plenary.</td>
<td>To encourage individual application of leadership skills and theories.</td>
<td>To assign each participant a workshop to lead during the weekend.</td>
<td>Each group must select a different group leader for each workshop in order to permit the application of the theories and skills that are presented.</td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>3rd workshop: Exiled on a deserted island.</td>
<td>To promote decision-making skills. To encourage group dynamics. To develop communication skills.</td>
<td>To identify a location. To list specific items in order of priority. To select a spokesperson. To negotiate selected items. To arrive at an overall group consensus.</td>
<td>Each participant chooses a location and 10 items that are important for survival. Within their respective groups, participants unanimously agree on a location and 10 items using decision-making skills. In turn, each group selects a representative to negotiate for them during the plenary.</td>
</tr>
<tr>
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<td>11:30 a.m.</td>
<td>Plenary: Report from groups.</td>
<td>To encourage the development of communication skills (written and oral). To develop the ability to give feedback and participate in a group discussion.</td>
<td>To summarize and discuss individual group process and findings.</td>
<td>Each group representative is asked to give a formal report of the proceedings in their group including group process, results, and recommendations. Participants are invited to ask questions and give feedback to the group representatives.</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Lunch.</td>
<td></td>
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<td>Meal preparation.</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>4th workshop: Communication styles.</td>
<td>To demonstrate effective communication.</td>
<td>To demonstrate one-way and two-way communication. To evaluate both methods. To select a spokesperson.</td>
<td>One group participant is selected to demonstrate one-way communication in a role play. A second participant is selected to demonstrate the two-way communication. A discussion and evaluation of both methods is held by the group and a summary is prepared for the plenary report.</td>
</tr>
<tr>
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</tr>
<tr>
<td>2:15 p.m.</td>
<td>Plenary: Report from groups.</td>
<td>To encourage the development of communication skills (written and oral). To develop the ability to give feedback and participate in a group discussion.</td>
<td>To summarize and discuss individual group process and findings.</td>
<td>Each group representative is asked to give a formal report of the proceedings in their group including group process, results, and recommendations. Participants are invited to ask questions and give feedback.</td>
</tr>
<tr>
<td>2:40 p.m.</td>
<td>5th workshop: Values clarification.</td>
<td>To promote the importance of affirming one's values and beliefs and the importance of free choice.</td>
<td>To identify and list 10 values. To discuss why they are important. To select a spokesperson.</td>
<td>Each group participant identifies things that are of value to them. The list is reduced to 10 important values for each. The values are discussed by all group members to determine if any value is common to the group. A discussion is then held as to why each value is important.</td>
</tr>
<tr>
<td>3:50 p.m.</td>
<td>Plenary: Report from groups.</td>
<td>To encourage the development of communication skills (written and oral). To develop the ability to give feedback and participate in a group discussion.</td>
<td>To summarize and discuss individual group process and findings.</td>
<td>Each group representative is asked to give a formal report of the proceedings in their group including group process, results, and recommendations. Participants are invited to ask questions and give feedback.</td>
</tr>
<tr>
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<tr>
<td>4:15 p.m.</td>
<td>6th workshop: Group discussion.</td>
<td>To develop active listening skills.</td>
<td>To select and discuss a particular topic.</td>
<td>Each group is given the opportunity to select any topic they wish to discuss. The group leader's role is to encourage the involvement of participants in the discussion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To encourage relationship building.</td>
<td>To use two-way communication.</td>
<td></td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Plenary: Report from groups.</td>
<td>To encourage the development of communication skills (written and oral).</td>
<td>To summarize and discuss individual group process and findings.</td>
<td>Group leaders give a summary of the topics discussed and relevant recommendations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To develop the ability to give feedback and participate in a group discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Supper.</td>
<td></td>
<td></td>
<td>Meal preparation.</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Mass.</td>
<td></td>
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</tr>
<tr>
<td>8:00 p.m.</td>
<td>7th workshop: Murder Mystery.</td>
<td>To demonstrate the application of problem-solving, leadership, communication and decision-making skills.</td>
<td>To solve a problem using the theories and skills learned during the weekend.</td>
<td>A simulation game where participants are called upon to recreate a crime in order to solve the murder.</td>
</tr>
<tr>
<td>TIME</td>
<td>ACTIVITIES</td>
<td>GOALS</td>
<td>OBJECTIVES</td>
<td>STRATEGIES</td>
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</tr>
<tr>
<td>11:00 p.m.</td>
<td>Plenary: Workshop evaluation</td>
<td>To evaluate the group process as it relates to leadership, communication, and decision-making skills used by the group in the solution of the murder.</td>
<td>To systematically analyze the problem-solving, leadership, decision-making skills and group dynamics that occurred during the murder mystery workshop.</td>
<td>The group leaders and assistant programme coordinators are asked to observe the group dynamics and the leadership and interpersonal skills at play during the workshop. Notes are taken by the observers and the feedback shared with the participants. The workshop is videotaped for group process analysis.</td>
</tr>
<tr>
<td>11:45 p.m.</td>
<td>Snack.</td>
<td></td>
<td></td>
<td>Meal preparation.</td>
</tr>
<tr>
<td>12:00 a.m.</td>
<td>Free time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 a.m.</td>
<td>Shower and bedtime.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>ACTIVITIES</td>
<td>GOALS</td>
<td>OBJECTIVES</td>
<td>STRATEGIES</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6:30 a.m.</td>
<td>Wake-up call for group preparing breakfast.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 a.m.</td>
<td>Wake-up call for all participants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15 a.m.</td>
<td>8th workshop: Perceptual matrix.</td>
<td>To enable participants to understand and appreciate their group members' qualities and capabilities.</td>
<td>To describe each group participant using a perceptual matrix. To select a spokesperson.</td>
<td>Meal preparation. Perception of self and others. Each participant must describe the group members in terms of objects and explain why or how their perceptions have changed over the course of the weekend.</td>
</tr>
<tr>
<td>11:00 p.m.</td>
<td>Plenary: Report from groups.</td>
<td>To encourage the development of communication skills (written and oral). To develop the ability to give feedback and participate in a group discussion.</td>
<td>To summarize and discuss individual group process and findings.</td>
<td>The selected group leader gives a summary of the process and findings of his group as it relates to the activity.</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Lunch.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activities</td>
<td>Goals</td>
<td>Objectives</td>
<td>Strategies</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Evaluation of leadership training weekend.</td>
<td>To measure whether the workshops met the goals and objectives of the programme.</td>
<td>To complete an evaluation form. To discuss the strengths and weaknesses of the weekend.</td>
<td>In a plenary, the participants are asked to discuss the weekend and write their comments on an evaluation form.</td>
</tr>
<tr>
<td>1:45 p.m.</td>
<td>Graduation.</td>
<td>To recognize the successful completion of the leadership training weekend.</td>
<td>To award a certificate of merit to each participant.</td>
<td>Programme group leaders are awarded a certificate by the programme coordinator. In turn, the group leaders award certificates of merit to the participants of their group.</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Autographs and “famous last words”.</td>
<td>To promote group cohesion and friendship. To say good-bye.</td>
<td>To provide an opportunity for participants to sign autographs and write famous last words in the participants’ workbooks.</td>
<td>In the plenary session, participants are invited to sign each others workbook and include famous last words to be remembered by.</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Clean-up.</td>
<td>To leave the facilities in the same condition as when they arrived.</td>
<td>Each group is responsible to clean an assigned area.</td>
<td>All groups are assigned an area to clean under the supervision of a group leader. The task is completed when the group leader accepts the quality of the work.</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Departure.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Introductory Remarks
Informed Consent Form
Statement of Purpose

and

Experimental Group Questionnaire
**Evaluation du programme**

**de formation en leadership**

**à l’École Secondaire Cité des Jeunes**

**NOTE EXPPLICATIVE**

C’est avec regret que cette recherche doit être entreprise en anglais. Afin de respecter les exigences de l’École des Études Supérieures de l’Université de Windsor ainsi que les normes pour une recherche scientifique rigoureuse, les questionnaires utilisées pour la cueillette des données sont rédigés en anglais.

Je suis conscient des émois que cette situation peut provoquer. Cependant, votre participation à cette évaluation est importante. Votre collaboration à l’évaluation du programme de formation en leadership, offert présentement à Cité des Jeunes, permettra de mesurer l’efficacité du programme. Cette recherche est l’occasion unique de mesurer de façon empirique, le contenu du programme ainsi que ses effets auprès des participants(es) et des enseignants(es).

Je vous remercie de l’attention que vous allez accorder à cette recherche.

Sincèrement vôtre

Yves Martel

Rechercheur principal
Informed Consent Form for Respondents

Survey of Students

I, the undersigned, understand that the purpose of this research being conducted is to collect data and information about the leadership training programme offered at Ecole Secondaire Cité des Jeunes.

I understand that the information collected from me will only be used as a part of a large amount of similar information provided by other equally anonymous individuals and reported in group numerical or statistical form only. Thus, confidentiality will be safeguarded.

I agree to voluntarily participate in this study by completing the attached questionnaires and returning them to the investigator.

I understand that this survey is a research undertaking being supervised through the School of Social Work and the School of Graduate Studies at the University of Windsor.

Date........................................ Signature........................................

Print Name........................................

Thank you

**Please note that this sheet will be detached from the rest of the questionnaire upon receipt of the information."
Evaluation of the leadership training programme
offered at Ecole Secondaire Cité des Jeunes

The purpose of this research is to evaluate the leadership training programme currently being offered at Ecole Secondaire Cité des Jeunes. The findings of this research will help to determine the effectiveness of the programme in developing leadership skills in its participants.

Your participation is very important in this process. Please answer as accurately as possible and be reminded that your answers will be held in strictest confidence.

Thank you for your cooperation.
SECTION A

GENERAL INFORMATION

Instruction

Questions are to be answered by marking an X in the appropriate box □ and filling in the blanks.

1. How old are you presently? _________ (years old)

2. What is your sex?
   a) female □
   b) male □

3. What grade are you presently in?
   a) grade 9 □
   b) grade 10 □
   c) grade 11 □
   d) grade 12 □
   e) grade 13 □

4. Most of your classes are at what level?
   a) advanced level □
   b) general level □
   c) basic level □
5. What is the name of the town or village where you presently live?

______________________________

6. Have you ever participated in a leadership training programme at Ecole Secondaire Cité des Jeunes?

a) yes □

   If 'yes', indicate your first weekend.
   1. November 1983 (Cité) □
   2. March 1984 (Cité) □
   3. April 1985 (S.R.F.) □
   4. April 1986 (Cité) □
   5. November 1986 (Cité) □
   6. March 1987 (Cité) □
   7. November 1987 (Cité) □

b) no □

   If 'no', go to question 10.

7. If 'yes', what grade were you in when you first participated in a leadership training programme at Ecole Secondaire Cité des Jeunes?

a) grade 9 □
b) grade 10 □
c) grade 11 □
d) grade 12 □
e) grade 13 □
f) I did not participate □
8. How old were you when you participated in the leadership training programme at Ecole Secondaire Cité des Jeunes?

________________________________________________________________________
(years old)

9. What was the main reason why you participated in the leadership training programme?

________________________________________________________________________
________________________________________________________________________

10. Have you ever participated in a leadership training programme other than the one offered at Ecole Secondaire Cité des Jeunes?

  a) yes □
  b) no □

  If 'no', go to SECTION B.

11. If 'yes', specify where ________________________________________________

________________________________________________________________________

12. If 'yes', specify when ___________________________________________

    (month and year)
SECTION B

LEADERSHIP INVENTORY

This questionnaire is designed to measure how you see yourself as a leader. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by placing the number that corresponds to your answer.

(1) Almost never
(2) Once in a while
(3) On many occasions
(4) Almost always

When functioning as a leader I:

1. Get my ideas clearly across to others.
2. Understand my own feelings.
3. Set goals and accomplish them after seeking advice from others.
4. Think of good ideas.
5. Figure out why and how things happen.
6. Lead groups or teams well.
7. Try to figure out how my decisions will affect others.
8. Draw logical conclusions.
9. Accept people's ideas and values different from mine.
10. Do what I say I will.
(1) Almost never  
(2) Once in a while  
(3) On many occasions  
(4) Almost always

**When functioning as a leader I:**

11. Accept changes in plans or situations.  

12. Make up my own mind without advice from others.  

13. Accept my own mistakes.  

14. Encourage others to assume responsibilities.  

15. Give others credit and praise for their work.  

16. Care about and try to understand other’s feelings.  

17. Accept suggestions and constructive criticism.  

18. Organize myself and my work.  

19. Accomplish my goals before deadlines.  

20. Offer constructive criticism tactfully when necessary.
SECTION C

LEADERSHIP BEHAVIOUR CHECKLIST

This questionnaire is designed to measure how you see yourself as a group leader. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by circling the number that most appropriately describes your answer.

Not at all like me (1), Somewhat like me (2) and a Lot like me (3).

<table>
<thead>
<tr>
<th>When functioning as a leader I:</th>
<th>N</th>
<th>S</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Offer facts, opinions, and suggestions to help group discussion.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Ask for facts, opinions, and suggestions from others to help group discussion.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Propose goals and activities to get the group to work together.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Develop plans and procedures that will get the task done.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Highlight important ideas and summarize the major points discussed.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Coordinate the activities of various subgroups and members.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Figure out the difficulties the group has in reaching its goals.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Stimulate a higher quality of work from the group.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. Examine ideas and evaluate solutions before applying them to real situations.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Not at all like me (1), Somewhat like me (2) and a Lot like me (3).

<table>
<thead>
<tr>
<th>When functioning as a leader I:</th>
<th>N</th>
<th>S</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Compare group decisions with group goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Encourage all of the group members to participate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Persuade members to analyze their differences of opinions, and to search for a common solution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. Try to reconcile individual differences that may block the accomplishment of group goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. Ease tensions and increase the enjoyment of group members by joking, and proposing fun approaches to group work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Make sure that each group member understands what other members are saying.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. Ask group members how they feel about the way in which the group is working and about each other.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. Express group standards to make group members aware of the direction of the work and the progress being made towards the goal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. Listen and I am receptive to group member's ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. Accept and encourage group member's individuality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. Encourage open discussion of conflicts between group members to resolve conflicts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
SECTION D

INDEX OF SELF-ESTEEM

This questionnaire is designed to measure how you see yourself. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by placing a number by each one as follows:

<table>
<thead>
<tr>
<th></th>
<th>Rarely or none of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>(4)</td>
<td></td>
</tr>
</tbody>
</table>
(5) |

Please begin.

1. I feel that people would not like me if they really knew me well.  
   
2. I feel that others get along much better than I do.  
   
3. I feel that I am a beautiful person.  
   
4. When I am with other people I feel they are glad I am with them.  
   
5. I feel that people really like to talk with me.  
   
6. I feel that I am a very competent person.  
   
7. I think I make a good impression on others.  
   
8. I feel I need more self-confidence.  
   
9. When I am with strangers I am very nervous.  
   
10. I think I am a dull person.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>11.</td>
<td>I feel ugly.</td>
</tr>
<tr>
<td>12.</td>
<td>I feel that others have more fun than I do.</td>
</tr>
<tr>
<td>13.</td>
<td>I feel that I bore people.</td>
</tr>
<tr>
<td>15.</td>
<td>I think I have a good sense of humor.</td>
</tr>
<tr>
<td>16.</td>
<td>I feel very self-conscious when I am with strangers.</td>
</tr>
<tr>
<td>17.</td>
<td>I feel that if I could be more like other people I would have it made.</td>
</tr>
<tr>
<td>18.</td>
<td>I feel that people have a good time when they are with me.</td>
</tr>
<tr>
<td>19.</td>
<td>I feel like a wallflower when I go out.</td>
</tr>
<tr>
<td>20.</td>
<td>I feel I get pushed around more than others.</td>
</tr>
<tr>
<td>21.</td>
<td>I think I am rather a nice person.</td>
</tr>
<tr>
<td>22.</td>
<td>I feel that people really like me very much.</td>
</tr>
<tr>
<td>23.</td>
<td>I feel that I am a likeable person.</td>
</tr>
<tr>
<td>24.</td>
<td>I am afraid I will appear foolish to others.</td>
</tr>
<tr>
<td>25.</td>
<td>My friends think very highly of me.</td>
</tr>
</tbody>
</table>
SECTION E

PARTICIPANT'S EVALUATION OF LEADERSHIP TRAINING PROGRAMME

The following questions address specific dimensions of the leadership training programme offered at Ecole Secondaire Cité des Jeunes. Please answer all questions as accurately as possible. On a scale from 1 to 5 (with 1 being low and 5 being high), circle the number that most appropriately describes your answer.

Never (1), Rarely (2), Sometimes (3), Most of the time (4), All the time (5), Unable to Judge (6).

<table>
<thead>
<tr>
<th>Usefulness of programme</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>M</th>
<th>A</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Were you satisfied with the programme in general?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. The programme helped you to prepare for group work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. The programme provided an understanding of human relations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. The programme enabled you to learn and practice leadership skills?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. The programme provided you with an opportunity to gain a better understanding of yourself?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. The programme encouraged members to practice leadership skills?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Never (1), Rarely (2), Sometimes (3), Most of the time (4), All the time (5), Unable to judge (6).

<table>
<thead>
<tr>
<th>Instruction</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Were you satisfied with the weekend format used for the programme?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. Were the workshop activities appropriate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. Were the workshop activities new to you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. Was there adequate time for each activity offered in the programme?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11. Did the programme demonstrate the importance of leadership to you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12. Did the programme enable you to meet a number of people in the programme?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

**Resources**

<table>
<thead>
<tr>
<th>Resources</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. The workshop activities were related to specific aspects of leadership theory and skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>14. At the beginning of each workshop, was the goal of it clearly explained?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>15. Were the techniques (games) used to teach leadership skills appropriate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Rating</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>16.</td>
<td>Was the school setting an appropriate place to have this leadership training programme?</td>
<td>N R S M A U</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Did the size of the group make it easier for you to understand and practice leadership skills?</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Did your group leader's attitude facilitate your understanding of leadership theories and practice of leadership skills?</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Did you have confidence in your group leader's abilities?</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Was your group leader a role model of a good leader?</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Was the programme coordinator qualified to conduct this programme?</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Did the programme coordinator encourage participants to apply their leadership skills in various school activities?</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Would you recommend this leadership programme to your friends?</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
24. Do you have any recommendations in any of the following areas you would suggest to improve the leadership training programme with regards to:

a) total number of participants for the weekend session: 

b) total number of participants in each work group: 

c) bedtime curfew: 

d) meals: 

e) workshop activities: 

f) organization of weekend: 

g) group leaders: 

h) time of year for programme to run:  

i) other suggestions (specify):  

                                                                                   .
APPENDIX F

Comparison Group Questionnaire
SECTION A

GENERAL INFORMATION

Instruction

Questions are to be answered by marking an X in the appropriate box □ and filling in the blanks.

1. How old are you presently? _________
   (years old)

2. What is your sex?
   a) female
     □
   b) male
     □

3. What grade are you presently in?
   a) grade 9
     □
   b) grade 10
     □
   c) grade 11
     □
   d) grade 12
     □
   e) grade 13
     □

4. Most of your classes are at what level?
   a) advanced level
     □
   b) general level
     □
   c) basic level
     □
5. What is the name of the town or village where you presently live?

6. Have you ever participated in a leadership training programme at Ecole Secondaire Cité des Jeunes?

a) yes □
   If 'yes', indicate your first weekend.
   1. November 1983 (Cité) □
   2. March 1984 (Cité) □
   3. April 1985 (S.R.F.) □
   4. April 1986 (Cité) □
   5. November 1986 (Cité) □
   6. March 1987 (Cité) □
   7. November 1987 (Cité) □

b) no □
   If 'no', go to question 10.

7. If 'yes', what grade were you in when you first participated in a leadership training programme at Ecole Secondaire Cité des Jeunes?

a) grade 9 □
b) grade 10 □
c) grade 11 □
d) grade 12 □
e) grade 13 □
f) I did not participate □
8. How old were you when you participated in the leadership training programme at Ecole Secondaire Cité des Jeunes?

__________________________
(years old)

9. What was the main reason why you participated in the leadership training programme?

__________________________

__________________________

10. Have you ever participated in a leadership training programme other than the one offered at Ecole Secondaire Cité des Jeunes?

a) yes □

b) no □

If "no", go to SECTION B.

11. If "yes", specify where__________________________

__________________________

12. If "yes", specify when ________________________
(month and year)
SECTION B

LEADERSHIP INVENTORY

This questionnaire is designed to measure how you see yourself as a leader. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by placing the number that corresponds to your answer.

(1) Almost never
(2) Once in a while
(3) On many occasions
(4) Almost always

When functioning as a leader I:

1. Get my ideas clearly across to others. _______
2. Understand my own feelings. _______
3. Set goals and accomplish them after seeking advice from others. _______
4. Think of good ideas. _______
5. Figure out why and how things happen. _______
6. Lead groups or teams well. _______
7. Try to figure out how my decisions will affect others. _______
8. Draw logical conclusions. _______
9. Accept people's ideas and values different from mine. _______
10. Do what I say I will. _______
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Almost never</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Once in a while</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>On many occasions</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Almost always</td>
<td>(4)</td>
<td></td>
</tr>
</tbody>
</table>

**When functioning as a leader I:**

11. Accept changes in plans or situations.
12. Make up my own mind without advice from others.
13. Accept my own mistakes.
14. Encourage others to assume responsibilities.
15. Give others credit and praise for their work.
16. Care about and try to understand other's feelings.
17. Accept suggestions and constructive criticism.
18. Organize myself and my work.
19. Accomplish my goals before deadlines.
20. Offer constructive criticism tactfully when necessary.
SECTION C

LEADERSHIP BEHAVIOUR CHECKLIST

This questionnaire is designed to measure how you see yourself as a group leader. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by circling the number that most appropriately describes your answer.

Not at all like me (1), Somewhat like me (2) and a Lot like me (3).

<table>
<thead>
<tr>
<th>When functioning as a leader</th>
<th>N</th>
<th>S</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Offer facts, opinions, and suggestions to help group discussion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Ask for facts, opinions, and suggestions from others to help group discussion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Propose goals and activities to get the group to work together.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Develop plans and procedures that will get the task done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Highlight important ideas and summarize the major points discussed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Coordinate the activities of various subgroups and members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Figure out the difficulties the group has in reaching its goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Stimulate a higher quality of work from the group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Examine ideas and evaluate solutions before applying them to real situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
When functioning as a leader I:

10. Compare group decisions with group goals.
   N  S  L
   1  2  3

11. Encourage all of the group members to participate.
   N  S  L
   1  2  3

12. Persuade members to analyze their differences of opinions, and to search for a common solution.
   N  S  L
   1  2  3

13. Try to reconcile individual differences that may block the accomplishment of group goals.
   N  S  L
   1  2  3

14. Ease tensions and increase the enjoyment of group members by joking, and proposing fun approaches to group work.
   N  S  L
   1  2  3

15. Make sure that each group member understands what other members are saying.
   N  S  L
   1  2  3

16. Ask group members how they feel about the way in which the group is working and about each other.
   N  S  L
   1  2  3

17. Express group standards to make group members aware of the direction of the work and the progress being made towards the goal.
   N  S  L
   1  2  3

18. Listen and I am receptive to group member's ideas.
   N  S  L
   1  2  3

19. Accept and encourage group member's individuality.
   N  S  L
   1  2  3

20. Encourage open discussion of conflicts between group members to resolve conflicts.
   N  S  L
   1  2  3
SECTION D

INDEX OF SELF-ESTEEM

This questionnaire is designed to measure how you see yourself. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by placing a number by each one as follows:

(1) Rarely or none of the time
(2) A little of the time
(3) Some of the time
(4) A good part of the time
(5) Most or all of the time

Please begin.

1. I feel that people would not like me if they really knew me well.

2. I feel that others get along much better than I do.

3. I feel that I am a beautiful person.

4. When I am with other people I feel they are glad I am with them.

5. I feel that people really like to talk with me.

6. I feel that I am a very competent person.

7. I think I make a good impression on others.

8. I feel I need more self-confidence.

9. When I am with strangers I am very nervous.

10. I think I am a dull person.
(1) Rarely or none of the time
(2) A little of the time
(3) Some of the time
(4) A good part of the time
(5) Most or all the time

11. I feel ugly.

12. I feel that others have more fun than I do.

13. I feel that I bore people.


15. I think I have a good sense of humor.

16. I feel very self-conscious when I am with strangers.

17. I feel that if I could be more like other people I would have it made.

18. I feel that people have a good time when they are with me.

19. I feel like a wallflower when I go out.

20. I feel I get pushed around more than others.

21. I think I am rather a nice person.

22. I feel that people really like me very much.

23. I feel that I am a likeable person.

24. I am afraid I will appear foolish to others.

25. My friends think very highly of me.
APPENDIX G

Programme Group Leader Questionnaire
SECTION A

GENERAL INFORMATION

Instruction

Questions are to be answered by marking an X in the appropriate box □ and filling in the blanks.

1. How old are you presently? ________
   (years old)

2. What is your sex?
   a) female □
   b) male □

3. What grade are you presently in?
   a) grade 9 □
   b) grade 10 □
   c) grade 11 □
   d) grade 12 □
   e) grade 13 □

4. Most of your classes are at what level?
   a) advanced level □
   b) general level □
   c) basic level □
5. What is the name of the town or village where you presently live?  

6. Have you ever participated in a leadership training programme at Ecole Secondaire Cité des Jeunes?  

   a) yes ☐
   
   If 'yes', indicate your first weekend.
   1. November 1983 (Cité) ☐
   2. March 1984 (Cité) ☐
   3. April 1985 (S.R.F.) ☐
   4. April 1986 (Cité) ☐
   5. November 1986 (Cité) ☐
   6. March 1987 (Cité) ☐
   7. November 1987 (Cité) ☐

   b) no ☐
   
   If 'no', go to question 10.

7. If 'yes', what grade were you in when you first participated in a leadership training programme at Ecole Secondaire Cité des Jeunes?  

   a) grade 9 ☐
   b) grade 10 ☐
   c) grade 11 ☐
   d) grade 12 ☐
   e) grade 13 ☐
   f) I did not participate ☐
8. How old were you when you participated in the leadership training programme at Ecole Secondaire Cité des Jeunes?

_____________________________
(years old)

9. What was the main reason why you participated in the leadership training programme?

________________________________________

________________________________________

10. Have you ever participated in a leadership training programme other than the one offered at Ecole Secondaire Cité des Jeunes?

    a) yes □
    b) no □

    If 'no', go to SECTION B.

11. If 'yes', specify where________________________________________________________

       _____________________________________________________________

12. If 'yes', specify when ____________________________
    (month and year)
SECTION B

LEADERSHIP INVENTORY

This questionnaire is designed to measure how you see yourself as a leader. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by placing the number that corresponds to your answer.

(1) Almost never
(2) Once in a while
(3) On many occasions
(4) Almost always

When functioning as a leader I:

1. Get my ideas clearly across to others. 
2. Understand my own feelings. 
3. Set goals and accomplish them after seeking advice from others. 
4. Think of good ideas. 
5. Figure out why and how things happen. 
6. Lead groups or teams well. 
7. Try to figure out how my decisions will affect others. 
8. Draw logical conclusions. 
9. Accept people's ideas and values different from mine. 
10. Do what I say I will.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>11.</td>
<td>Accept changes in plans or situations.</td>
</tr>
<tr>
<td>12.</td>
<td>Make up my own mind without advice from others.</td>
</tr>
<tr>
<td>13.</td>
<td>Accept my own mistakes.</td>
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<tr>
<td>14.</td>
<td>Encourage others to assume responsibilities.</td>
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<tr>
<td>18.</td>
<td>Organize myself and my work.</td>
</tr>
<tr>
<td>19.</td>
<td>Accomplish my goals before deadlines.</td>
</tr>
<tr>
<td>20.</td>
<td>Offer constructive criticism tactfully when necessary.</td>
</tr>
</tbody>
</table>

SECTION C

LEADERSHIP BEHAVIOUR CHECKLIST

This questionnaire is designed to measure how you see yourself as a group leader. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by circling the number that most appropriately describes your answer.

Not at all like me (1), Somewhat like me (2) and a Lot like me (3).

<table>
<thead>
<tr>
<th>When functioning as a leader</th>
<th>N</th>
<th>S</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Offer facts, opinions, and suggestions to help group discussion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Ask for facts, opinions, and suggestions from others to help group discussion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>3</td>
</tr>
</tbody>
</table>
When functioning as a leader I:

10. Compare group decisions with group goals.  
    N  S  L  
    1  2  3

11. Encourage all of the group members to participate.  
    1  2  3

12. Persuade members to analyze their differences of opinions, and to search for a common solution.  
    1  2  3

13. Try to reconcile individual differences that may block the accomplishment of group goals.  
    1  2  3

14. Ease tensions and increase the enjoyment of group members by joking, and proposing fun approaches to group work.  
    1  2  3

15. Make sure that each group member understands what other members are saying.  
    1  2  3

16. Ask group members how they feel about the way in which the group is working and about each other.  
    1  2  3

17. Express group standards to make group members aware of the direction of the work and the progress being made towards the goal.  
    1  2  3

18. Listen and I am receptive to group member’s ideas.  
    1  2  3

19. Accept and encourage group member’s individuality.  
    1  2  3

20. Encourage open discussion of conflicts between group members to resolve conflicts.  
    1  2  3
SECTION D

INDEX OF SELF-ESTEEM

This questionnaire is designed to measure how you see yourself. It is not a test, so there are no right or wrong answers. Please answer each item as carefully and accurately as you can, by placing a number by each one as follows:

(1) Rarely or none of the time
(2) A little of the time
(3) Some of the time
(4) A good part of the time
(5) Most or all of the time

Please begin.

1. I feel that people would not like me if they really knew me well.

2. I feel that others get along much better than I do.

3. I feel that I am a beautiful person.

4. When I am with other people I feel they are glad I am with them.

5. I feel that people really like to talk with me.

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7. I think I make a good impression on others.

8. I feel I need more self-confidence.

9. When I am with strangers I am very nervous.

10. I think I am a dull person.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>I feel ugly.</td>
</tr>
<tr>
<td>12.</td>
<td>I feel that others have more fun than I do.</td>
</tr>
<tr>
<td>13.</td>
<td>I feel that I bore people.</td>
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<tr>
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<td>23.</td>
<td>I feel that I am a likeable person.</td>
</tr>
<tr>
<td>24.</td>
<td>I am afraid I will appear foolish to others.</td>
</tr>
<tr>
<td>25.</td>
<td>My friends think very highly of me.</td>
</tr>
</tbody>
</table>
SECTION E

PARTICIPANT'S EVALUATION OF LEADERSHIP TRAINING PROGRAMME

The following questions address specific dimensions of the leadership training programme offered at Ecole Secondaire Cité des Jeunes. Please answer all questions as accurately as possible. On a scale from 1 to 5 (with 1 being low and 5 being high), circle the number that most appropriately describes your answer.

**Never (1), Rarely (2), Sometimes (3), Most of the time (4), All the time (5), Unable to judge (6).**

<table>
<thead>
<tr>
<th>Usefulness of programme</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>M</th>
<th>A</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Were you satisfied with the programme in general?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. The programme helped you to prepare for group work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. The programme provided an understanding of human relationships?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. The programme enabled you to learn and practice leadership skills?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. The programme provided you with an opportunity to gain a better understanding of yourself?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. The programme encouraged members to practice leadership skills?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
**Never (1), Rarely (2), Sometimes (3), Most of the time (4), All the time (5), Unable to judge (6).**

<table>
<thead>
<tr>
<th>Instruction</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>M</th>
<th>A</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Were you satisfied with the weekend format used for the programme?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. Were the workshop activities appropriate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. Were the workshop activities new to you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. Was there adequate time for each activity offered in the programme?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11. Did the programme demonstrate the importance of leadership to you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12. Did the programme enable you to meet a number of people in the programme?</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

**Resources**

| 13. The workshop activities were related to specific aspects of leadership theory and skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. At the beginning of each workshop, was the goal of it clearly explained?               | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Were the techniques (games) used to teach leadership skills appropriate?               | 1 | 2 | 3 | 4 | 5 | 6 |
**Never (1), Rarely (2), Sometimes (3), Most of the time (4), All the time (5), Unable to judge (6).**

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Was the school setting an appropriate place to have this leadership training programme?</td>
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<td>4</td>
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<tr>
<td>17.</td>
<td>Did the size of the group make it easier for you to understand and practice leadership skills?</td>
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<td>18.</td>
<td>Did your group leader's attitude facilitate your understanding of leadership theories and practice of leadership skills?</td>
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<td>19.</td>
<td>Did you have confidence in your group leader's abilities?</td>
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<tr>
<td>20.</td>
<td>Was your group leader a role model of a good leader?</td>
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<td>21.</td>
<td>Was the programme coordinator qualified to conduct this programme?</td>
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<td>22.</td>
<td>Did the programme coordinator encourage participants to apply their leadership skills in various school activities?</td>
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<td>23.</td>
<td>Would you recommend this leadership programme to your friends?</td>
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</table>
24. Do you have any recommendations in any of the following areas you would suggest to improve the leadership training programme with regards to:

a) total number of participants for the weekend session:

b) total number of participants in each work group:

c) bedtime curfew:

d) meals:

e) workshop activities:

f) organization of weekend:

g) group leaders:

h) time of year for programme to run:

i) other suggestions (specify):
SECTION F

GROUP LEADER QUESTIONNAIRE

EVALUATION OF LEADERSHIP TRAINING PROGRAMME

The following questions address specific dimensions of the leadership training programme offered at Ecole Secondaire Cité des Jeunes. Please answer all questions as accurately as possible. On a scale from 1 to 5 (with 1 being low and 5 being high), circle the number that most appropriately describes your answer.

<table>
<thead>
<tr>
<th>General Issues</th>
<th>N</th>
<th>R</th>
<th>S</th>
<th>M</th>
<th>A</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the programme offer the participants a good overview of leadership theory and practice?</td>
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<tr>
<td>2. Was your training as a group leader adequate?</td>
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<td>3. Did you participate in the organization of the programme?</td>
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<td>4. Should the leadership training programme continue to be offered to students.</td>
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<td>a) yes □  b) no □</td>
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<td>5. Please explain: ____________________________________________________</td>
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<td>6. Should the programme accept all students who wish to participate?</td>
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<td>a) yes □  b) no □</td>
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<td>7. Please explain: ____________________________________________________</td>
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</tbody>
</table>
8. Should student applicants be screened before they are accepted into the programme?  
a) yes ☐  b) no ☐

9. Please explain: ____________________________________________

10. If 'yes', who should do the screening? ____________________________________________

11. Would junior students (9 & 10) benefit from a separate leadership training programme?  
a) yes ☐  b) no ☐

12. Please explain: ____________________________________________

13. Would you recommend this leadership programme to your friends?  
a) yes ☐  b) no ☐

14. Please explain: ____________________________________________

15. Do you think the leadership training programme generally had a positive effect on the participants?  
a) yes ☐  b) no ☐

16. Please explain: ____________________________________________

17. Do you think the leadership training programme has helped to improve school spirit?  
a) yes ☐  b) no ☐

18. Please explain: ____________________________________________
19. The following is a list of characteristics which describe attributes of leadership. If we used these to describe a leadership programme, how important in your perception would they be to helping students learn more about leadership skills? Please answer as accurately as possible. On a scale from 1 to 3 (with 1 being low and 3 being high), circle the number that most appropriately describes your answer.

<table>
<thead>
<tr>
<th>Leadership Attributes</th>
<th>N</th>
<th>S</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) self-confidence</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b) self-esteem</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>c) cooperation</td>
<td>1</td>
<td>2</td>
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<tr>
<td>d) trustworthiness</td>
<td>1</td>
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<tr>
<td>e) motivation</td>
<td>1</td>
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<td>f) self-discipline</td>
<td>1</td>
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<td>g) maturity</td>
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<tr>
<td>h) leadership ability</td>
<td>1</td>
<td>2</td>
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<tr>
<td>i) responsibility</td>
<td>1</td>
<td>2</td>
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<td>j) conscientiousness</td>
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<td>l) understanding</td>
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<td>m) self-awareness</td>
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<td>n) respectfulness</td>
<td>1</td>
<td>2</td>
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<tr>
<td>o) improved grades</td>
<td>1</td>
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<tr>
<td>Leadership Attributes</td>
<td>N</td>
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<tr>
<td>p) quality of participation</td>
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<td>3</td>
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<tr>
<td>q) quality of organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>r) quality of activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>s) increased school spirit</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>t) involvement in school committees</td>
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<td>u) better role models</td>
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<td>v) developing relationships with teachers</td>
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<tr>
<td>w) respectful toward school</td>
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<tr>
<td>x) sensitivity to leadership issues</td>
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<tr>
<td>z) skillful in human relations</td>
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</tbody>
</table>

Thank you for your cooperation
APPENDIX H

School Educator Questionnaire
EDUCATOR’S QUESTIONNAIRE

EVALUATION OF LEADERSHIP TRAINING PROGRAMME

This questionnaire is designed to determine the opinions of educators about the leadership training programme offered at Cité des Jeunes. Please answer all questions as accurately as possible and be reminded that your answers will be held in strictest confidence.

GENERAL INFORMATION

1. Respondent’s rank:
   a) teacher □
   b) head of department □
   c) guidance counsellor □
   d) administration □

2. Number of years of teaching experience: __________________________

3. From the list of participants included at the back of the questionnaire, how many students have you taught/supervised/counselled who have participated in the leadership training programme at Ecole Secondaire Cité des Jeunes?
   a) unknown □
   b) 0 to 10 □
   c) 11 to 20 □
   d) 21 to 30 □
   e) 31 to 40 □
   f) 41 to 50 □
   g) 50+ □

4. Are you familiar with the leadership training programme for students currently being offered at Cité des Jeunes?
   a) yes □
   b) no □
5. Do you notice any difference in the students who have participated in this leadership training programme from those who have not?

   a) yes □
   b) no □

6. Are you responsible for any extra-curricular activities involving student participants?

   a) yes □
   b) no □

7. If 'yes', specify which ones and how much time per week (or month) for each semester these activities take.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours/week/semester or hours/month/semester (specify)</th>
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</thead>
<tbody>
<tr>
<td>a)_________</td>
<td>a)___________________</td>
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<tr>
<td>b)_________</td>
<td>b)___________________</td>
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<td>c)_________</td>
<td>c)___________________</td>
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<tr>
<td>d)_________</td>
<td>d)___________________</td>
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<tr>
<td>e)_________</td>
<td>e)___________________</td>
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</tbody>
</table>

8. Would you choose students with leadership training to fill key responsibility positions in any of the extra-curricular activities noted above?

   a) yes □
   b) no □
   c) does not apply □
   d) it doesn't matter □

9. Do you have any knowledge about the leadership training programme?

   a) none □
   b) some □
   c) enough □
   d) very much □
10. Do you think that leadership training is important for students?
   a) yes □
   b) no □

11. If 'yes', specify why.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

12. What would you consider to be important objectives of a leadership training programme for students?
   a)____________________________________________________________________
   b)____________________________________________________________________
   c)____________________________________________________________________
   d)____________________________________________________________________
   e)____________________________________________________________________

13. How long (number of hours or days) should such programmes be?

________________________________________________________________________

14. Do you consider leadership training is important for the overall development of students?
   a) yes □
   b) no □

15. Should leadership training programmes be part of:

   a) year-round extra-curricular activities □ □
   b) semestered extra-curricular activities □ □
   c) incorporated into classroom instruction □ □
   d) incorporated into the school curriculum □ □
16. Would you consider using student leaders in your class as role models or example for others?
   a) yes □
   b) no □

17. Should teachers refer students for leadership training?
   a) yes □
   b) no □

18. Should guidance counsellors refer students for leadership training?
   a) yes □
   b) no □

19. Would you be interested in participating in a leadership training programme?
   a) yes □
   b) no □

20. If yes, in what capacity? Answer all but check either

   a) presenter □ □
   b) group leader □ □
   c) facilitator □ □
   d) supervisor □ □
   e) organizer □ □
   f) screening/referral □ □
   g) not interested □
21. The following is a list of characteristics which describe attributes of leadership. If we used these to describe a leadership programme, how important in your perception would they be to helping students learn more about leadership skills? Please answer as accurately as possible. On a scale from 1 to 3 (with 1 being low and 3 being high), circle the number that most appropriately describes your answer.

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<td>Leadership Attributes</td>
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<td>p) quality of participation</td>
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<td>q) quality of organization</td>
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</table>

Thank you for your collaboration.
Yves M. Martel was born in Timmins, Ontario on September 26, 1951. He received his grade 13 diploma in 1970 from Le Collège Sacré-Coeur in Timmins. In 1973 he graduated from the University of Ottawa with his Bachelor of Arts degree. After graduating from the University of Ottawa's Faculty of Education in 1974, he was employed as a teacher for the Kapuskasing School Board at Ecole Secondaire Cité des Jeunes.

He continued his learning and professional growth by enrolling in the part-time Bachelor of Social Work programme at Laurentian University. In 1985, he graduated from Laurentian University with advanced qualifications in Special Education, a Bachelor of Social Work degree, and a Certificate of Bilingualism. In April 1985, he started a part-time private practice, offering professional development services in the fields of education and social work.

Mr. Martel has been involved in professional development and consultation services since 1982 when he helped develop a leadership training programme for high school students. He has since been involved in human resources development giving workshops to professionals, paraprofessionals, and volunteers in various government and private agencies.

In September 1987, he entered the Master of Social Work programme at the University of Windsor. His area of specialization was social work intervention and his placement was with the Windsor Separate School Board. In the summer and fall of 1988, Mr. Martel was engaged in completing the thesis requirement for the degree. Mr. Martel will receive his Master of Social Work at the June 1989 convocation.