

# Creating Developmentally Ready Leaders for Agriculture

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## Factors:

High-Impact Practices (Kuh, 2008)  
Course Pedagogy (Jenkins, 2012 )  
Developmental Influences  
Group Memberships (Komives, Owen, Longerbeam, Mainela, & Osteen, 2005)  
Motivation to Lead (Chan & Drasgow, 2001; Keating, Rosch, & Burgoon)

## Demographics:

Ethnicity  
Gender  
Education  
Personality

## Development of Leadership Competencies:

Knowledge, Values, Abilities, and Behaviors related to:

Learning and Reasoning

Self-Awareness and Development

Interpersonal Interaction

Personal Behavior

(Seemiller, 2014)

Individuals Developmentally Ready for Leadership within Entry Level Ag Contexts

## Research Questions

1. How do certain factors influence the development of leadership competencies?
2. What demographic characteristics are related to how individuals develop leadership competencies?

## Existing Leadership Models

Leadership Identity Development Model (Komives, Owen, Longerbeam, Mainela, & Osteen, 2005)  
Self Efficacy for Leadership (SEL) (Murphy, 1992)  
Emotionally Intelligent Leadership (Shankman, Allen, & Haber-Curran, 2015)  
Five Practices for Exemplary Leadership (Kouzes & Posner, 2014)

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# **Creating Developmentally Ready Leaders for Agriculture**

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## **Introduction/Need for Research**

Research priority three of the National Agricultural Education Research Agenda focuses on the need for a sufficient scientific and professional workforce that addresses the challenges of the 21<sup>st</sup> century (Roberts, Harder, & Brashears, 2016). “Utilizing research to draw a connection between the impact of our academic programs and student preparedness and success is essential for survival and sustainability of agricultural leadership, education, and extension education” (Roberts et al., 2016, p. 32). While the number of leadership programs is robust, little empirical investigation has been done to examine the benefits of these programs (Posner, 2012). Crawford, Lang, Fink, Dalton, and Fielitz (2011) identified leadership as one of the soft skill clusters essential for employment within the food and agricultural sciences. My research focuses on the factors that influence the development of leadership competencies of individuals that impact their developmental leadership readiness for entry level agricultural contexts. Factors that may influence the development of leadership competencies include: high-impact practices, course pedagogy, developmental influences, group memberships, and motivation to lead. Leadership competencies refer to those knowledge, values, abilities, and behaviors related to learning and reasoning, self-awareness and development, interpersonal interaction, and personal behavior (Seemiller, 2014). By examining the factors that impact the development of leadership competencies, leadership educators can design programs that are purposeful and increase graduates’ ability to be prepared for leadership positions within agricultural contexts.

## **Methodology/Current Theories/Models**

Seemiller (2014) developed a list of student leader competencies that provide a framework for investigating the areas of leadership needed by students to be able to lead in some capacity. Existing leadership theories and models which can serve as frameworks for the design of research studies around the area of developmental leadership readiness include the leadership identity development model (Komives, Owen, Longenecker, Mainela, & Osteen, 2005), self-efficacy for leadership (Lord & Hall, 2005), emotionally intelligent leadership (Shankman, Allen, & Haber-Curran, 2015), and five practices for exemplary leadership (Kouzes & Posner, 2014).

## **Results/Relationships Leading to Impacts**

Keating, Rosch, and Burgoon (2014) examined one specific leadership course and the effect on the leadership development of students. Students reported significant gains in leadership skill, efficacy, and motivation to lead over the course of the semester. Reported gains varied by students’ initial score on the construct of motivation to lead. While courses have the ability to impact students’ developmental readiness, other factors such as high-impact practices, developmental influences such as mentoring and structured reflection, and group membership may also affect the development of students’ leadership competencies and their readiness for leadership positions within agricultural contexts.

## **Conclusions/Future Plans**

My research framework examines the concept of leader developmental readiness of students who will be entering entry-level agricultural contexts. Leadership is considered a soft skill purported

to be important by employers for successful employment in the food and agricultural sciences (Crawford et al., 2011) and thus factors should be examined which influence this construct. Specific studies using qualitative and quantitative design to assess the factors that may impact developmental readiness of college students are planned.

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