

ABSTRACT

SMITH, DANIEL BEACHAM. The Impact of International Experience on the Global Mindedness of Extension Agents Employed by the North Carolina Cooperative Extension Service. (Under the direction of Gary Moore.)

Because of the profound effect that globalization has on our society the Cooperative Extension Service has been challenged to develop programs that help people deal with these changes. In order to accomplish this, Cooperative Extension agents need to develop international skills and understanding. One method of developing international skills and understanding is international professional development experience. The purpose of this study was to determine the extent of international experience among Extension Agents in the North Carolina Cooperative Extension Service and if international experience increased the global mindedness of those agents. The study also sought to determine if agents that had participated in international programs believed they had gained from that experience.

Studies were found that document the benefits of international experience and programs for extension agents, students and university faculty. Studies were also found that measure the impact of international programs and

experience on global mindedness. It appears, from the literature, that study abroad programs and time spent abroad have a positive impact on global mindedness.

The research design of the project was descriptive and ex post facto. The project contains both quantitative and qualitative components. The population is the extension agents employed by the North Carolina Cooperative Extension Service. The instrument was a Likert type Global Mindedness Scale used to measure global mindedness. The instrument also contained sections that measured demographic data, international experience and subject's opinions of international programs. Data analysis included descriptive statistics and statistical analysis for quantitative data and thematic analysis of qualitative data.

This research project found that extension agents that have international experience scored higher on the Global Mindedness Scale. In addition, participation in some international programs increases scores on the Global Mindedness Scale. The study also found agents believed they gained both personally and professionally from international programs, believed they were able to use the international experience in their work at home and that most agents felt they were supported by Extension Administration.

The Impact of International Experience on the Global Mindedness
of Extension Agents Employed by the North Carolina Cooperative
Extension Service

by
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DEDICATION

This dissertation is dedicated to my wife and to my children. Without their love, support and encouragement it would not have been possible.

BIOGRAPHY

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Chapter 1

Introduction

Introduction to the Study

As the world around us grows smaller, educational agencies such as the North Carolina Cooperative Extension Service must adapt to this change. We are all affected by what is now termed the global economy or globalization. According to Lundy, Place, Irani and Telg (2005, p. 49) "Globalization is a force which individuals, organizations, businesses, and governments must meet." Advances in communication and transportation have created this global marketplace from which we have all benefited (Betancourt, 2000). Etling (2001) says that globalization is a complex idea that means different things to different people and that the term is often used but not well defined or understood. According to Etling (2001) a common thread in the definition of globalization is that it involves "rapid change". A report by the National Association of State Universities and Land Grant Colleges (NASULGC, 2002, p. 3) states:

Globalization of the financial services, manufacturing and agricultural sector is having a profound influence

on all facets of American society. Today, seemingly unrelated decisions and events occurring throughout the world can rapidly and profoundly impact public institutions, private lives and communities. The time-honored rules of business and commerce have been irreversibly altered.

Increasingly, our state and country are becoming interconnected with the rest of the world. The future of the United States rests on our ability to understand and compete in a world which is moving rapidly toward economic, political and social interdependence.

Effects of Globalization on Extension Clients

Clients of the Cooperative Extension Service are affected by globalization just as everyone else is. Traditional customers of Cooperative Extension such as families, rural communities and agriculture are no exception. Because of globalization, jobs are lost in traditional areas such as textiles and furniture and gained in other areas. Consumers have more and more choices of goods from all over the globe. Communities are changing because of the influx of immigrants from other cultures. Farmers must make business and marketing decisions based on

what is happening in the rest of the world.

Agriculture, a primary customer of Extension, is especially affected by globalization. According to Dan Glickman, in 1995 we exported approximately 25% of our agricultural production. This translated into 300,000 jobs in agriculture and 500,000 jobs in other areas of the economy, mostly manufacturing. In 1999 American farmers were hurt by the global economy because of decreased exports and lower commodity prices (Melcher and Carey, 1999). In 2007 farm prices have increased, mainly due to international demand for products from the United States. In a speech to the Kentucky Farm Bureau former Agriculture Secretary Mike Johanns (2006, ¶ 42) said that:

Our productivity is increasing by 2 percent each year, but our population only increases by about half that amount. So we need to open more markets and find more uses for agricultural commodities to maintain the strong agricultural community that I talked about at the start of my speech. Exports are increasingly important. Agricultural exports this year are expected to reach a record high, another record, and this is the third one while the Bush Administration has been in office. We are going to reach a record high of \$77

billion in 2007. That's equal to one-quarter of our cash receipts.

In 2007 acting Agricultural Secretary Chuck Conner (2007, ¶ 13) stated that "With prices at record levels for so many commodities, and I'm just advised today in fact that because of buying power out of China that soybean contracts have hit new 10-year highs across the board today." The United States Department of Agriculture's (USDA) "Outlook for U.S. Agricultural Trade" (2007) predicts that U. S. agricultural exports will be \$83.5 billion in fiscal year 2008. This is an increase of \$4.5 billion from revised 2007 estimates. If this figure is correct the United States will have an agricultural trade balance of \$8.5 billion in 2008. Agriculture is truly a global industry and is affected by globalization. Patton (1984) tells us that an international dimension is a basic part of an effective Extension program because the economic prosperity of agriculture in this country is directly linked to the world economy.

Not only farmers in North Carolina are affected by globalization but other clients are affected as well. Extension can play a part in helping these and other clients in North Carolina gain increased global understanding and prepare for both the ups and downs in our society. According to McGirr and Owens (2007, Abstract section, ¶ 3):

Forty Seven million people in the U.S. speak a language other than English at home and 12% of our population is foreign-born. Unless Extension strengthens the international dimensions of its programs, it will not be able to fully serve the changing needs of its local clientele.

Effects of Globalization on Cooperative Extension

North Carolina and other state Extension services have been challenged to develop programs to educate our citizens about the effects of the global society. Ludwig and McGirr (2003) say that the Extension Committee on Organization and Policy (ECOP) identified an international mission for Extension in 1984. Acker and Scanes (1998) indicate that international components are essential to the education, research and outreach missions of a college of agriculture. According to Ludwig (1998, (¶ 5):

With the emerging global economy and growing interdependence among nations, land grant universities as a part of their mission have a responsibility to local constituents to educate within the framework of the realities of economic, social, environmental, and political interdependence. Extension, as a major part

of a university's outreach component, needs to examine its response to this challenge.

Gallagher (2002) says that Extension now operates in a "global village" and that Extension's future will be determined, in part, by the role it plays in this larger community.

Ludwig (2002a, ¶ 1) says again that "the world is changing faster than ever before." Change can seem overwhelming unless we look at problems in a way that empowers us to solve them. Ludwig (2002a, ¶ 3) says that "we have a special commitment to our Extension clientele across the state and our students on all campuses to help them to develop a global perspective." She is speaking of Ohio but this is applicable to all land grant institutions across the country. Ludwig tells us that extension personnel will continue to find themselves pushed to integrate global concepts into local programming. Because of global trade, and incidents like hoof and mouth and September 11th, Extension and its clients cannot isolate themselves from the rest of the world.

According to Lundy, Place, Irani and Telg (2005, p. 49) "The CES has committed to helping extension agents and other stakeholders of the land-grant system be better prepared for

engagement in an interdependent world, incorporating global components into its teaching, research, and extension programs." This commitment comes in the form of a National Initiative to Internationalize Extension, a program launched in 2002 to encourage state Extension systems to build their capacity to offer educational services within their states areas. "The goal of this initiative is to help extension clientele appreciate the intricate nature of global systems and prepare for life and work in an interdependent world" (Lundy, Place, Irani and Telg, 2005, p. 49). According to Bates (2006, Reaping the Rewards section, ¶ 1) "it is becoming increasingly clear that Extension has a role and a responsibility to educate its clientele concerning global issues." The United States Department of Agriculture (USDA) has indicated that Extension should integrate international perspectives into its programming and help staff and clients develop global competence (Ludwig 1993). It is stated in "Global Engagement" (2008, Overview section) a web site of USDA's Cooperative State Research Education and Extension Service (CSREES) that "USDA and its higher education partners must play a major role in preparing US citizens to work and succeed in a rapidly changing, and increasingly interconnected world" and that "Multi culturally adept extension personnel can help serve our increasingly diverse

communities and respond to the needs of domestic firms seeking business overseas. USDA's (CSREES) supports innovative ways to encourage students, faculty and extension experts to engage globally."

Reports from the National Association of State Universities and Land Grant Colleges (NASULGC) call for the internationalization of extension and outreach as a part of the land grant universities (NASULGC 1999, NASULGC 2000, NASULGC 2002 and NASULGC 2004). The 2000 NASULGC (p. 1) report recommends, among other goals, that the land grant institutions "ensure that international awareness is an integral part of appropriate outreach and extension activities."

Through the use of informal educational activities Extension has the ability to help clients understand how the breaking down of international barriers will affect them. Once clients understand these effects they are better able to deal with the problems and opportunities created by the global society. A study conducted by Ludwig in 1999 indicated that extension leaders need to continue to stress the importance of incorporating global perspectives into Extension programs.

If Extension is going to continue to incorporate international and global information and training into

extension programs, extension personnel are going to have to gain international understanding, knowledge and skills. One way that extension personnel can gain this knowledge and skill is through international experiences or training.

Rodgers (1993, ¶ 1), an extension agent from Oregon, stated that international experience is a good way for agents to "gain new perspective about work, life, and your own county." In a study toward attitudes about internationalizing Ludwig (1993) explains that extension staff in Ohio responded positively to incorporating an international dimension into programming. By working and traveling in another country extension agents can gain a global perspective, gain new technical knowledge, gain new insight into other cultures. Tritz and Martin (1997) say that study abroad changes a person forever. A country, its people and its culture all have an effect on people who study abroad. Study abroad changes perceptions, challenges thoughts and garners a more worldly perspective.

According to Ludwig (2002b) there was positive progress toward globalizing Extension between 1990 and 2002 and even greater advances toward globalization of the organization are predicted by 2010. Ludwig (2002b, Implications section, ¶ 2) states that "Cross-cultural competency will make Extension professionals more effective locally and also open

to them the possibility of personal and professional growth through involvement in a project or study tour to another part of the world." A recent survey of extension agents in the United States (Lundy, Place, Irani and Telg, 2006) found that respondents agreed that Extension has a role in educating their clients about global markets and that Extension can learn from the cultures and technologies of other countries. In addition, the study found that the agents that responded recognized that Extension has a responsibility to prepare clients to participate in global markets.

In North Carolina some extension agents have international experience. It is not known how many agents have this type of experience or exactly what the impact of this experience is on the agents.

Need for the Study

Because of the influence of the rest of the world on extension clientele, extension employees need to incorporate an international component into their programming. In order to do this extension personnel need to develop international skills and understanding. One way to develop these skills and understanding is by working outside of the United States. In North Carolina some extension agents have

international experience (Richardson and Woods, 1991). In addition, there are many opportunities for extension personnel to travel and work outside of our country. These include programs such as Volunteers for Overseas Cooperative Assistance, projects through the USDA-CSREES like the Polish American Extension Project, Rotary Group Study Exchange, Farmer to Farmer and others. However, it is not known how many personnel in the North Carolina Cooperative Extension Service have international experience. Other questions include: What is the level of global mindedness of extension agents and is global mindedness affected by personal characteristics or by international experience? What are the opinions of agents that have participated in international programs toward that experience and what do agents see as barriers to participation in international programs?

In 1991 an evaluation of the North Carolina Agriculture in the World program by Richardson and Woods indicated that program participants gained knowledge of international issues and rated the program as a positive experience. However, many of the international programs in which extension personnel in North Carolina participate have never been completely evaluated for the impact they have on the participants. Do participants in international experiences develop a larger global perspective or awareness and

increased sensitivity to other cultures? Do agents that participated in international programs perceive them as beneficial toward personal and professional growth? Did agents use their international experience? Did participants in international programs perceive that they were supported by administration? What were the barriers encountered in participating in an international program?

Because of the limited number of studies that address the effects of international experiences on extension employees, it is believed that this study will contribute to that body of knowledge.

Purpose of the Study

The overall purpose of this study is to examine the extent of international experience among extension agents in the North Carolina Cooperative Extension Service and to determine what impact, if any, that international experience has had on them.

Research Questions

1. What are the personal and professional characteristics of the people involved in this study?

2. What is the extent of international experience of the population?

3. What is the level of global mindedness among employees of the North Carolina Cooperative Extension Service?

4. Does global mindedness vary by personal and professional characteristics such as gender, age, level of education, ethnic identity, job responsibility, rank, place of birth or by ability to speak another language besides English?

5. Does global mindedness vary by level of international experience as expressed by: has international experience, time traveled outside of the United States and Canada, places stayed while out of the country, participation in Extension sponsored international program, length of Extension sponsored international program, participation in other international programs, participation in study abroad or the Peace Corps, and participation in international missionary work?

6. What are the opinions of those extension agents that have participated in an Extension sponsored, or similar, international program toward the program?

Assumptions

For the purpose of this study it was assumed that:

1. The participants know the answers to the questions asked on the survey.
2. The participants answered the questions truthfully.
3. The participants did not discuss the content of the questionnaire with anyone else before completing the questionnaire.

Limitations of the Study

1. A person's score on the global mindedness scale is an indication of how that person perceives the rest of the world and how they relate to the rest of the world. World events such as famine, war or terrorist attacks on U.S. citizens may affect how the participants perceive and relate to other countries and cultures. If extra ordinary events of this nature occur during the study they may have had an influence on how the participants score the questionnaire. The 9/11 attacks, the wars in Iraq and Afghanistan and the ongoing war on terrorism could have had an impact on the participants scores.

2. This study was conducted using only the population of extension agents employed by the North Carolina Cooperative Extension Service. Because of this the finding

should not be generalized to extension agents in other states or nations.

3. The length of time between when a subject participated in an international activity and this study may also have an impact on how they responded to this study. Events that occurred and experiences subjects had between the time they participated in an international program and the time that they participated in this study may have affected the person's level of global mindedness.

Significance of the Study

Because of the profound effect that globalization has on Cooperative Extension Service clients, the agency should develop programs that help clients deal with these changes. In order to accomplish this, Cooperative Extension agents must develop international skills and understanding. This study should be useful to the North Carolina Cooperative Extension Service in determining the extent of international experience among its personnel. It should also help to determine the impact of international experience and how it contributes to global mindedness, professional development and personnel growth.

Definition of Terms

Global Mindedness - "a world view in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in attitudes, beliefs and behaviors." (Hett, 1993, p. 143)

Globalization or global society - The cultural and economic influence of all parts of the earth on local areas and cultures.

Extension agent or agent - Employees of the Cooperative Extension Service employed at the county level and holding a bachelors or higher degree.

World Mindedness - "a frame of reference, or value orientation, favoring a world-view of the problems of humanity, with mankind, rather than the nationals of a particular country, as the primary group of reference" (Sampson and Smith, 1957, p. 105).

Chapter 2

Review of Literature

Because of the influence of globalization on Cooperative Extension Service clients, extension employees need to develop international skills and understanding. One way for extension employees to develop these skills and understanding is to incorporate international experiences into professional development activities. The basic question asked by this study is, to what extent do international experiences contribute to the employee's global mindedness?

This section provides an overview of the available literature pertaining to the impact of international programs on extension agents and other related groups. The literature review consists of the following sections: Benefits of International Programs for Students; Benefits of International Programs for University Faculty; Importance of International Programming in Extension; Benefits of International Programs for Extension Agents; Global Mindedness and World Mindedness and Variables That Impact Global Mindedness. Studies on students and faculty were included because of the limited number of studies on extension agents.

Benefits of International Programs for Students

The need for university and college students to gain international understanding through study and exchange programs has been recognized for some time (Miranda, 1999). According to McGowan (2007, p. 62):

Study abroad programs provide an opportunity for students to gain international experience, to learn about other people and embrace their culture, to explore the world, broaden their horizons, and to escape the perception that "their country" is the center of the universe.

Numerous studies indicate that international programs were a positive experience for students.

A study by Hensley and Sell (1979) examined the impact of an overseas program on student attitudes about world mindedness, support for the United Nations, self-esteem, and tolerance of ambiguity. The study did not find that a change had occurred in world mindedness but it did find a change in self esteem.

Eaker (1980) conducted a study to determine the effect of a six week overseas study tour on the attitude of world mindedness of students. She found no significant difference

in the world mindedness scores of students that had participated in the program and those that had not participated and this indicates that this overseas program (six weeks) did not promote an attitude of world mindedness. She did find that students that had an attitude of anti world mindedness scored significantly higher on a post program measurement of world mindedness than on a pre program measurement. She also found that the amount of time that students had spent overseas prior to the program was the variable that influenced a large portion of the attitude of world mindedness. Finally she found the students had a high degree of satisfaction with the program and that they had acquired favorable perceptions toward other cultures. This leads her to believe that overseas programs are a good way to promote international understanding.

A study conducted by Greene (1984) analyzed the status of international educational exchanges and study abroad programs in the University of Pennsylvania system. In this study students placed a high value on international experience obtained through an international study program.

Anderson (1988) conducted a study to learn if a cultural exchange increased the world mindedness of both American and Swedish students that participated in the exchange. Anderson found that neither the American or

Swedish students had a marked increase in world mindedness because of the exchange. He did find that the students had other attitudinal changes related to self concept, cultural differences and feelings toward the home country. American and Swedish students felt that expectations of the program had been met and the experience was a positive one.

Another project conducted by Stitsworth (1988) indicated that 4-H international exchanges do make a difference for participants. In this study the California Psychological Inventory (CPI) was administered to a group of exchange participants and to a control group. Pre and post exchange test indicated that the exchange group increased in flexibility and independence and became less conventional than the control group.

At Grand Canyon University it was determined that international programs were worthwhile for participating students. This study found increased interest in international news, new knowledge of geography and politics, increased self confidence and career adjustment among participants (Gibson, 1991).

A study by Gillian (1995) compared the global mindedness of study abroad students, non-study abroad students, faculty and administrators at the University of Northern Colorado. Analysis yielded difference in all group

with study abroad students scoring higher on the Global Mindedness Scale than non-study abroad students. Variable that affected global mindedness were gender, age and duration of time abroad. Females were found to be more globally minded than males. Participants in the 45-54 age group scored the highest on the global mindedness scale. In addition, study participants that had traveled or studied abroad for a year or more scored higher on the global mindedness scale. Gillian (1995, ¶ 5) indicates that "this study strengthens the role of study abroad in facilitating global-mindedness in students, faculty, and administrators" but she cautions that "predictive relationships between various independent variables and global-mindedness are inconclusive and conditions which may enhance or mitigate global mindedness are not fully understood."

Bates (1997) found that students from Lander University that participated in a study abroad program felt that the experience had changed their life. Students reported an increase in knowledge of the country visited and new perceptions of the United States. The students also cited an increase in confidence and self reliance and a willingness to accept new challenges. According to Bates the study abroad program caused significant positive changes in participant's attitudes toward themselves after one semester

abroad. On a global mindedness scale students exhibited significant changes for global centrism, interconnectedness and for global mindedness in general. Overall there was a significant gain in global mindedness by the experimental group when compared to the control group. Results of the study indicate that students gain significantly in intellectual opportunities, in personal development and in the development of an attitude of global mindedness through study abroad.

A study by Dale (1997) found that students from colleges of agriculture also benefited from international programs after graduation. Dale (1997) says that a global perspective can be practically applied in teaching, research and outreach which are the three areas of the land-grant university mission.

Miranda (1999) advocates the requirement of an international experience for undergraduate students. Miranda's findings indicate that undergraduate students improve their language skills, enhance their attitudes and relationships and develop a larger global perspective and sensitivity to other cultures by participating in an international experience. The students involved demonstrated that the experience made them risk takers, innovative thinkers and young entrepreneurs.

A study of the effect of the International 4-H Youth Exchange Program (IFYE) on alumni of the program from Texas, found that the program had a positive impact on those alumni. Participants of the study believed the program had a positive impact on their lives. Benefits included a greater sensitivity to other cultures, increased awareness of global events and increased participation in community activities. Program participants described their experience as "a growth experience" and as "life changing". People close to the IFYE participants also believed that the participants were changed by the experience. Those persons close to the participant were also changed. Increased global awareness and cultural sensitivity were gained by family, friends and the community (Boyd, et al., 2001)

Bruening (2001) conducted a study that evaluated the impact on Russian students that interacted with American students that were studying in Russia. Bruening found that the Russian students believed that they had improved language skills, knowledge of U.S. culture, and a greater understanding of their own agriculture as a result of participating in the program. The Russian student's self esteem improved and their ability to question was stronger. The Russian students also learned teaching methods that they will apply to future teaching activities. The Russian

students had a positive learning experience and experienced personal growth.

In an evaluation of student's experiences that were enrolled in a course on tropical agriculture at Penn State University, Bruening, Lopez, McCormick and Dominguez (2002), found that the students perceived the field trip to Puerto Rico as a valuable learning experience. The student's experience "included not only learning the content material but also applying what they learned, developing sensitivity to another culture, and growing personally and professionally" (Bruening, Lopez, McCormick and Dominguez, 2002p. 1).

Farrell and Suvedi, (2002) evaluated a program that involved 139 Michigan State University students that had participated in a study abroad experience to Nepal. The study was conducted in order to examine the students that had participated in the program over a period of five years. The study showed that students learned about Nepal and gained a deep awareness of international and social issues. Students gained an awareness of poverty, multi-national business, government, economics and health. By living with families in Nepal the students gained a deeper understanding and appreciation for life in their host country. Farrell and Suvedi, (2002, p. 118) tell us "that studying in Nepal helps

students focus on what they want to do in life and opens their eyes to interacting with people from a different culture”.

In 2002 Mahon and Cushner evaluated the impact of study abroad on student teachers that participated in a program offered by the Consortium for Overseas Student Teaching. The students completed their student teaching in one of 15 foreign countries. This program gave the students the opportunity to live and work in a different culture for an extended period of time. This study found that an international experience has immense benefits for student teachers and that it impacted their beliefs about self and others by increasing their cultural awareness. The study also found that the program affected professional development in terms of global mindedness, and that the students gained improved self-efficacy. These areas combine to contribute to a new understanding of one’s own role. They also improve the ability of the student to interact and teach in diverse cultural settings.

In a study that evaluated the benefit of a study abroad program Zhai and Scheer (2002) found a positive impact on students from The Ohio State University. The study results found that students had an enhanced global perspective and enhanced intercultural sensitivity. The program provided the

participants with new challenges and increased their confidence. The students gained knowledge about other cultures and history. The students also indicated that the study abroad program increased their travel, coping and non-verbal communication skills. The authors indicate that study abroad programs can be an important educational activity in colleges of agriculture.

A study by Posey (2003) investigated the educational and employment outcome between students that had studied abroad and students that had not studied abroad. The study found an association between study abroad and educational outcome. The study found that students that studied abroad had a higher college GPA and were more likely to receive some type of degree compared to students that did not study abroad.

Bruening and Frick (2004) conducted a study to determine the benefit to students from Montana State University who participated in an international study course that included a ten day study trip to Puerto Rico. Students in this study reported that they expanded their knowledge of tropical agriculture systems. The students also reported that they were motivated to improve their language skills and that their interest in culture was peaked as a result of the experience.

A large scale study by Dwyer and Peters (2004) that explored the long-term impact of study abroad on a student's life shows that study abroad positively and unequivocally influences a student's career path, worldview, and self-confidence. According to Dwyer and Peters (2004, ¶ 3) "the data from the more than 3,400 respondents shows that studying abroad is usually a defining moment in a young person's life and continues to impact the participant's life for years after the experience."

Radhakrishna and Ingram (2004) evaluated a 4-H exchange program on Japanese students. They found that as a result of participating in a 4-H exchange program, students agreed that they gained a better understanding of intercultural sensitivity and global perspectives.

In a study that measured global perspectives of agricultural students at The Ohio State University Zhai and Scheer (2004) found that the students scored 4.02 on a global perspectives scale which indicated that the students had a moderate global perspective. They found that there was a high correlation between the student's global perspective and their attitude toward diversity. Zhai and Scheer found that female students had a higher level of global perspective and more positive attitude toward cultural

diversity than their male counterparts. They also found that students that had more contact with international people scored higher on the global perspective and cultural diversity scale. However, this research also found that the student's level of global perspectives and attitude toward cultural diversity was not related to their prior international experience.

An evaluation of youth that participated in the Teen Russian/American International Leadership program (Torretta, 2007, Abstract Section) found that the experience "had profound effects on American youths' global perspectives and leadership skills." The American youth that participated reported an increase in teamwork skills, problem solving, planning, communication, organization and critical thinking skills. The youth gained a better understanding of problems and issues that affect people around the world, are more confident, more willing to try new things, and see their own problems in a broader more realistic context.

A review of the literature shows that college and university students gain many benefits from participating in international programs and studies. These benefits include, among others, increased self esteem and self confidence, more favorable perceptions of and sensitivity toward other cultures, greater cultural awareness, increased global

perspectives and global mindedness and personal growth. It is likely that extension agents would also gain similar benefits from international experience as students.

Benefits of International Programs for University Faculty

International experiences have long been recognized as an important part of professional development for college and university faculty. A study conducted by Khishtan (1990) examined whether or not certain faculty in selected universities are world minded. The survey of 293 faculty indicated that the majority of respondents who demonstrated a high degree of world mindedness had international experience. Khishtan found that travel abroad, employment in another country and participation in international conferences were the characteristics most associated with a positive attitude toward world mindedness. He also found that many of the participating faculty indicated that because of their international activities they tried to incorporate material that promoted an international perspective into their teaching. The participants of the study perceived that international experience improved teaching, promoted assistance to international students, improved communication with international students and faculty, increased awareness and sensitivity toward

international communities on campus, facilitated access to foreign resources, and provided an opportunity for personal development. Khishtan indicated that faculty should be encouraged to travel abroad and participate in international activities.

Faculties that have international experience are more likely to be involved with international educational programs in their colleges or universities. A study by Sabella (1991) found that departments with one or more faculty with international experience were more likely to be involved with international agricultural education at the undergraduate level than those departments with no faculty with international experience.

Agricultural education administrators appear to place a high value on international experience (Stapper, 1993). This study found that most did not have international experience but that a noteworthy portion expressed a desire to gain international experience. The administrators thought it important to include international topics into agricultural education curriculum and agreed that additional international curriculum was needed.

The professors of large research universities in the northeast indicated that faculty with overseas experience

are one of the best resources for preparing Americans to flourish in a pluralistic world (Razzano, 1994). The faculty commented that spending time abroad made them more aware of the need to educate Americans about the realities of living in an inter-connected world.

The faculty at five regional campuses of Ohio University indicated that international experience had a positive impact on their classroom teaching. The majority also felt that international experience was an enhancement to their personal and professional growth (Lucas, 1996).

Hand, Ricketts and Bruening (2007) conducted a study that examined the professional development of faculty from six land grant universities that participated in the National Security International Program where faculty spent a month teaching classes in Russia or the Ukraine. The authors found that the participants improved their teaching techniques, increased the integration of international examples in their instruction and gained a heightened global perspective. The faculty involved perceived that their student benefited by having a more diverse viewpoint on world events, improved interpersonal interactions and increased post-graduate employability. By participating in this international experience participants "are becoming equipped to help internationalize their home institutions"

(Hand, Ricketts and Bruening, 2007, p. 152). The literature reveals that, like students, faculty also benefit from international experience. These benefits appear to be in the areas of improved teaching skills, personal and professional growth, and more involvement with international students and faculty as well as in the areas of increased world mindedness and global perspectives. Since extension agents share many characteristics with college and university faculty, it is reasonable to assume that agents would gain some of the same benefits. In fact, at many land grant universities, extension agents are considered field faculty.

Importance of International Programming in Extension

Information on international topics has been found to be an important part of extension programs. In a survey of extension educators in the South, 85% of the respondents indicated that extension programs should include information on global issues (Rosson and Sanders, 1991). Eighty percent of the respondents felt that more programming was needed in international affairs. The respondents indicated that extension programs should include more information on global issues and that extension clients would benefit from these programs. A Delphi panel found that the most critical characteristic of an extension system that had

internationalized was the output of clients who had developed an understanding of global and national interdependence (Ludwig, 1996). The panel placed a high emphasis on public policy education, on global decision making for commodity groups and on education on the international market place for rural clientele. The panel identified five elements as being critical to an internationalized extension system: (Ludwig, 1996, Abstract section, ¶ 3)

1. Clientele develop a fundamental understanding of global and national interdependence.
2. Extension education programs within the U.S. stress the impact of international economic forces on agricultural markets.
3. Extension educators incorporate international perspectives into ongoing activities.
4. Extension faculty/agents recognize the relationship between basic international issues and the Extension Mission.
5. Personnel evaluation systems recognize international efforts.

In order for these elements to take place and for extension agents to contribute to these elements, extension employees need to develop further international skills and increase their international understanding.

Extension leaders are being challenged to increase local agent's abilities to function in a world where technology makes the whole globe accessible. A study by Ludwig (1999) found that only 25% of extensions professionals were incorporating an international dimension into their programming efforts. However, 65% would like to incorporate an international dimension into future efforts. The study also identified factors that were perceived as barriers to international programming by extension agents. The most frequently identified barriers were lack of time, international programming not seen as a priority, and lack of international experience. The study suggested that initiating the concept of global leadership development and human capacity building might start with agents traveling outside the U.S.

In a study conducted by Lundy et al. (2005) that looked at the attitudes of extension personnel on internationalizing Cooperative Extension it was found that respondents recognized the need to prepare Extension's clients for life and work in an interdependent world. The

study also found that the individual perceptions toward internationalizing Extension are influenced by a gender, travel experience and area of specialization.

Benefits of International Programs for Extension Agents

Very little research was found that documented the benefits of international program for extension agents. The studies that were found indicated that agents who have been involved in international programs rate them highly. In an international professional development program in North Carolina participants scored the international experience portion of the program at 9.39 on a 1-10 scale (Richardson and Woods, 1991).

Studies conducted on the Polish American Extension Project (PAEP) indicated that participating agents rate these international experiences highly. In one study, agents perceived that the impact of their participation was extensive for themselves and moderate for family members, colleagues, and clients. Analysis of the data indicated changes in knowledge, opportunities, skills, aspirations, practices and outcome for program participants (Crago 1998).

In a joint study of the PAEP conducted by Place (1998) it was found that participants were extremely satisfied with the experience and they were significantly changed by the

experience. The experience expanded and improved participants on a personal and professional level. They gained an increased understanding for other cultures and people and an increased sense of global awareness and understanding. Participants obtained skill development, reinvigoration, and higher self esteem. Most of the participants gained knowledge and understanding in areas of grass roots input, needs analysis, program development and symbiotic interaction with other people. Many participants incorporated the knowledge, skills and motivation into their programming. The study also found a positive impact on family, coworkers and other near associates. These impacts included improved awareness and understanding of another country, culture and people. People close to the participants also gained more knowledge of the international dimension of extension and how our country is part of the global market place. Clients of extension and the extension organization also benefited. The public gained a better understanding and appreciation for extension's involvement in international programs. Extension's clients were able to learn more about another country, its people and its agriculture. Extension clientele were also able to receive a greater amount of useful programming. The extension organization benefited by gaining a more technically

competent and rejuvenated staff with a greater level of international understanding and competence.

Larry Lev (2001) describes the positive effects that an international sabbatical had on his career. He highly recommends to other extension educators as a way to reinvigorate their careers. Lev (2001, Making It Work section, ¶ 2) tells us that:

Extension educators are bright and motivated people who can become trapped by inertia. Given the freedom to explore in a new and different environment, most will make wonderful transformations. From our experience, living in a different culture gets you out of your comfort zone and into a whole new world of experimentation.

An evaluation of the Internationalizing Extension Training Project (IETP) conducted by the University of Florida found that participants showed a positive change in knowledge of international issues and the effects of globalization of communities. This project included not only extension agents but elected officials, teaching faculty and graduate students (Vergot, Place and Dragon, 2006). Place, Vergot and Dragon (2005, p. 63) found that

extension agents participating in the IETP program indicated that:

In terms of professional impact, extension faculty named an increased ability to relate to Hispanic audiences and promote international awareness; a greater understanding of the necessity to continue to work locally and internationally to solve issues that impact the world; and a greater appreciation for the needs of third world countries.

Global Mindedness and World Mindedness

Hett (1993, p. 143) tells us that "Global Mindedness is a world view in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in attitudes, beliefs and behaviors." The dimensions of global mindedness include Responsibility which is a deep personal concern for people in all parts of the world; Cultural Pluralism which is an appreciation of the diversity of all the worlds cultures; Efficacy or a belief that an individuals actions can make a difference; Global Centrism which is thinking in terms of what is good for the whole world; and Interconnectedness which is an awareness and appreciation of the inter

relatedness of people around the world. Global mindedness can be measured using the Global Mindedness Scale, an instrument developed by Hett. According to Hett (1993) Global Mindedness Scale scores differ significantly based on gender, academic experience, political views, participation in international activities and international experience.

World mindedness is the concept that is most closely related to global mindedness. Both have been used to measure the impact of international programs. World mindedness is a concept that is similar to global mindedness and can be measured with an instrument developed by Sampson and Smith (1957). Sampson and Smith (1957, p. 105) defined world mindedness as "a frame of reference, or value orientation, favoring a world-view of the problems of humanity, with mankind, rather than the nationals of a particular country, as the primary group of reference group." A study on world mindedness conducted by Mayton and Lerandean (1996, p. 2) found that "the results validate the psychological conceptualization of world-mindedness as a value issue." They relate such values as social justice, broad mindedness, a world at peace, wisdom, unity with nature, protecting the environment, and equality as being related to world mindedness and having the potential to increase world mindedness.

Variables That Impact Global Mindedness and World Mindedness

Numerous studies cited in the previous sections indicated that international experiences had a positive impact on students, faculty and extension agents. Most of these studies described these impacts in more qualitative terms such as increased cultural sensitivity and awareness, increased knowledge, increased confidence, personal and professional development, increased self esteem, increased global perspectives, etc. Most of these studies measure the impact using interviews or scales that measure attitude.

There are only a few studies that measure the impact of international experience and other variables on more quantitative scales such as global mindedness and world mindedness. Global mindedness and world mindedness are constructs that are value orientations or frames of reference and can be measured using instruments. The Global Mindedness Scale developed by Hett (1993) and the World Mindedness Scale developed by Sampson and Smith (1957) are two instruments that measure these similar concepts.

Research showed that global mindedness increased with international experience. Hett (1993), Bates (1997), Gillian (1995) and Mahon and Crushner (2002) all found that participants in a study abroad program scored higher on the Global Mindedness Scale. In addition, it was found by some

researchers that the longer the time a person spent abroad the higher that person scored on the Global Mindedness Scale (Hett 1993 and Gillian 1995).

The research on the impact of study abroad on world mindedness showed mixed results. Three studies found that there was no increase in the world mindedness after students participated in an international project (Anderson, 1988; Eaker, 1980; and Hensley and Sell 1979). However, Eaker did find that the amount of time a student spent abroad before the program did influence their level of world-mindedness. Khishtan (1990) found that university faculty that demonstrated a high level of world mindedness had international experience such as travel abroad, employment in another country or participation in international conferences.

The research also showed that global mindedness and world mindedness were impacted by other variables. Hett (1993) and Gillian (1995) both found that females scored higher on the Global Mindedness Scale than males. Hazeltine and Rezvanian (1998) found that females scored higher on the World Mindedness. Gillian found that age was also a factor with participants in the 45-54 age range scoring the highest on the Global Mindedness Scale. Hett found that age did not affect global mindedness. Hett also found that university

field of study had a significant impact on Global Mindedness Scale scores. Hazeltine and Rezvanian (1998) found that students that spoke two or more languages had a higher level of world mindedness. Hett found that additional language skills were not related to Global Mindedness Scale scores. Hett also found that ethnicity and country of birth were not related to Global Mindedness Scale scores.

Chapter 3

Materials and Methods

A review of the literature reveals that international experience can have benefits for the extension agents of the North Carolina Cooperative Extension Service. The purpose of this study is to determine the level of international experience and impact of international experience on the global mindedness of those extension agents. This chapter outlines the materials and methods that are used to answer the following research questions:

1. What are the personal and professional characteristics of the people involved in this study?
2. What is the level of international experience of the population?
3. What is the level of global mindedness among employees of the North Carolina Cooperative Extension Service?
4. Does global mindedness vary by personal and professional characteristics such as gender, age, level of education, ethnic identity, job responsibility, rank, place of birth or by ability to speak another language besides English?

5. Does global mindedness vary by level of international experience as expressed by: has international experience, time traveled outside of the United States and Canada, places stayed while out of the country, participation in Extension sponsored international program, length of Extension sponsored international program, participation in other international programs, participation in study abroad or the Peace Corps, and participation in international missionary work?

6. What are the opinions of those extension agents that have participated in an Extension sponsored, or similar, international program toward the program?

Research Design

The research design of this study is descriptive and ex post facto. This is also a point in time study. The independent variables are personal and professional characteristics and the level of international experience of the population. The dependent variable is global mindedness as measured by the Global Mindedness Scale.

The study contains both quantitative and qualitative components. The quantitative component was used to determine the personal and professional characteristics of the population, the level of international experience of the

population, the level global mindedness of the population, if the level of global mindedness varies by personal and professional characteristics and to determine the relationship between international experience and global mindedness. The qualitative portion of the study was used to assess the opinion of those extension agents that have participated in international programs of those programs.

Population

The population for the study was the extension agents employed by the North Carolina Cooperative Extension Service (NCCES) on September 7, 2007. This includes employees at the county level holding a bachelor or higher degree. This includes county directors, county level agents and area agents from all 100 counties of North Carolina and on the Cherokee Indian Reservation. These agents are employed by both North Carolina State University and North Carolina Agricultural and Technical State University with most being employed by North Carolina State. The population does not include university level employees such as specialist, departmental associates or administrators. The population also does not include county level employees that do not hold a four year degree such as secretaries, extension

assistants or extension associates. The research frame for this study was the entire population of 495 extension agents.

Instrumentation

The survey instrument used to measure the dependent variable was a Global Mindedness Scale developed by Hett in 1993 (Appendix A, Part I). The Global Mindedness Scale is a Likert type scale used to measure global mindedness. It was developed as a result of searching theoretical and empirical literature and on extensive interviews. Hett (1993, p. 4) says:

The Global-Mindedness Scale was developed to measure attitudes of students related to their sense of connection to, interest in, and responsibility for, the global community and the behaviors associated with this perspective. It was designed to be used to assess the affective change that might result from a global studies class, a study abroad experience, or significant contact with people outside one's own culture.

Hett (1993, p. 144) used the "retroductive triangulation methodology" to develop the instrument. Development included the use of interviews with persons that possess "a strong global orientation and a high level of commitment to the world community." The results of this qualitative study were triangulated using a review of research in several related academic areas and by comparing the instrument to existing instruments that measure constructs that are related to global mindedness.

The 30 questions contained in the global mindedness scale represent the five factors of global mindedness. These five factors include responsibility; cultural pluralism; efficacy; global centrism; and interconnectedness.

Hett (1993) conducted a pilot study and tested the instrument for content validity, internal consistency reliability and stability. Content validity was established using a panel of four judges. The internal consistency reliability of the instrument was established to be .90 using Cronbach's coefficient alpha. The construct validity of the instrument was established using factor analysis, correlations with existing instruments, and analysis of variance to establish significant differences in scores based on criteria established by the literature and through qualitative research. According to Hett (1993, p. 149) the

instrument "is reliable, valid, short, easy to administer, easy to score and easy understand and interpret." Dr. E. Jane Hett is now deceased but permission was obtained from her husband to use this instrument (Appendix B).

In addition to the Global Mindedness Scale the questionnaire contained a section that gathered demographic data from the participants in the study. This section gathered information on gender, age, level of education, ethnic identity, job responsibility, rank, place of birth and ability to speak another language besides English (Appendix A, Part II). This section also gathered information used to describe the status of international experience among extension agents of the North Carolina Cooperative Extension Service. The information gathered included time traveled outside of the United States and Canada, places stayed while out of the country, participation in Extension sponsored international program, name of Extension sponsored program and length of time stayed, participation in other international programs, participation in study abroad or the Peace Corps, and participation in international missionary work (Appendix A, Part II). The variable of "has international experience" was determined from question 35 on the instrument which was also

used to determine the time traveled outside of the United States and Canada.

Part II of the survey instrument also contained ten qualitative questions designed to assess the opinions of those extension agents that have participated in an extension sponsored, or similar, international program toward those program (Appendix A, Part II).

Because this study dealt with extension agents instead of students the instrument was further tested before use. The content validity of the instrument was tested for applicability to extension agents by having the instrument reviewed by a panel made up of four persons from the North Carolina Cooperative Extension Service and North Carolina State University that have knowledge of and have worked with extension agents. The members of the committee also have international experience and/or experience conducting survey research. This committee compared the research objectives with the instrument to make sure that the instrument was measuring the data according to the research objectives. Members of this committee also made suggestion on changes that would make the instrument more accurate and user friendly.

A pilot test using extension agents from Virginia was conducted to determine if the response rate from extension

agents was acceptable and to determine if the instrument was user friendly. The instrument was emailed to 15 extension agents in the southwestern extension district of Virginia. Ten agents responded to the survey for a response rate of 75%. Minor changes were made in the instruction portions of the instrument to ensure that questions that dealt with participant's attitudes toward international programs were only answered by those agents that had participated in those programs.

The instrument was then submitted to the North Carolina State University, Institutional Review Board for administrative review. The instrument was approved as exempt from policy on the use of human subjects (Appendix C). The instrument was also submitted to the North Carolina Cooperative Extension Service Executive Council for permission to send the instrument to agents employed by the organization. Permission was granted by the Council (Appendix D).

After the survey was conducted Cronbach's Alpha was used to determine the internal consistency reliability of the Global Mindedness Scale. Cronbach's Alpha for the Global Mindedness Scale was .915 when used on extension agents. This is very close to the alpha that Hett (1993) found when she tested the instrument on university students. According

to Santos (1999) alpha coefficients run from 0 to 1 and the higher the score the more reliable the scale. Santos indicates that .915 is well within the limits of accepted thresholds.

According to Lindner, Murphy and Briers (2001) and Miller and Smith (1983), non response error can be a threat to external validity. Since the entire population did not respond to the survey the questions arises, is there a difference between the members of the population that did respond and those that did not respond? Can the results from this survey be generalized to the entire population? Lindner, Murphy and Briers (2001), suggest using the comparison of early and late respondents to estimate the response of non-respondents. They recommend that late respondents be defined as those subjects that respond to the last stimulus in successive follow up stimuli to a survey. They also recommend that the minimum number of late respondents be at least 30. If the last stimuli did not generate 30 responses then the researcher should "back up" and combine the responses from the last two stimuli. In this survey there were three successive waves of stimuli, the initial survey email and two follow up emails. The third and last stimuli generated 27 responses. Therefore, early respondents were defined as those subjects that responded to

the initial survey email and late respondents were defined as those subjects that responded after the second follow up email. Comparisons of early and late respondents were made on mean Global Mindedness Scale score. A t-test conducted on the two means yielded a t value of $-.076$ and a significance level of $.940$ indicating that there were no significant differences for Global Mindedness Scale scores for early and late respondents. Therefore non response error does not appear to be a threat to external validity and the results of the study can be extrapolated to those that did not respond.

Data Collection

Data were collected using an on-line survey. The survey was constructed on and conducted using SurveyBuilder. SurveyBuilder is an online survey instrument provided by North Carolina State University. Responses to this survey were anonymous and were kept strictly confidential. Information and answers to the survey went into a data base and were not associated with any individual's name or email address. Only group data were reported and no individuals were identified. Only the investigator and graduate committee members have access to the data.

Individuals that filled out the survey were asked to send an email to the investigator indicating that they have completed the survey. This email was not connected to the survey response and did not enable the investigator to track individual responses. The purpose of this email was to allow the principal investigator to track which members of the population had taken the survey.

A list of email addresses for the population was created from the North Carolina Cooperative Extension Service (NCCES) online directory on September 7, 2007. The email list consists of extension agents that were employed by the NCCES on that date. There were 495 addresses on that list and 318 members of the population completed the survey. Of the agents that completed the survey 292 completed all questions on the Global Mindedness Scale and generated usable Global Mindedness Scale scores.

The subjects were contacted by email on September 10, 2007 and asked to complete the survey (Appendix E). Follow up email were sent on September 17 and September 24. During this process nine emails were returned indicating the individuals were over quota or their address was incorrect. One additional email was sent out in an effort to contact these individuals. Of the seven individuals whose emails were returned the investigator was able to contact six of

them at least two times. There was only one individual that the investigator was not able to contact at all due to an incorrect address.

Data Analysis

Results of the questionnaire were automatically tabulated by the SurveyBuilder program as the participant responded. The data were downloaded as an MS Excel file. Data from this file was transferred to the Statistical Package for Social Science (SPSS) program and SPSS was used to conduct the statistical analysis on the data. Questions 4, 5, 9, 10, 16, 21, 25, 27 and 29 on the Global Mindedness Scale were reverse coded. The SPSS data set was constructed so that these nine questions were reverse scored and given the proper score.

The following statistical analyses were conducted to answer the six research questions:

Research question 1. What are the personal and professional characteristics of the people involved in this study? Descriptive statistics of distribution were used to summarize these variables and to answer this question. The percentage of each variable was reported.

Research question 2. What is the level of international experience of the population? Descriptive statistics of

distribution were used to summarize the variables and to answer this question. The percentage of each variable was reported. The names of Extension sponsored programs that survey participants had participated in were summarized as to the number of times the programs were listed.

Research question 3. What is the level of global mindedness among employees of the North Carolina Cooperative Extension Service? The level of global mindedness was measured on the Global Mindedness Scale. This scale ranges for 30 to 150 and according to Hett (1993, p. 195) a "higher score indicates a higher level of global-mindedness." Descriptive statistics of central tendency and dispersion were used to summarize this variable and to answer the research question. The minimum value, maximum value, mean, and standard deviation of the Global Mindedness Scale scores were reported.

The GMS scores were also divided into quartiles. The quartiles were 121-150, 91-120, 61-90 and 30-60. Descriptive statistics of distribution were used to summarize these variables. The percentage of each quartile was reported.

Research question 4. Does global mindedness vary by personal and professional characteristics such as gender, age, level of education, ethnic identity, job

responsibility, rank, place of birth or by ability to speak another language besides English? The statistical analysis that were used to determine if the variables listed in research question four had an effect on global-mindedness as measured by the Global Mindedness Scale are listed in Table 1. The statistical tests of correlation, t-test and ANOVA were used depending on the nature of the independent variable.

Table 1

Statistical Analysis Used for Research Question 4

Independent variable	Statistical analysis
Gender	t-test
Age	Pearson Correlation
Level of Education	Pearson Correlation
Ethnic Identity	t-test
Job Responsibility	ANOVA
Rank	ANOVA
Born in U.S.	t-test
Language other than English	t-test

Research question 5. Does global mindedness vary by level of international experience? The statistical analysis that were used to determine if the variables examined in research question five had an effect on global-mindedness as measured by the Global Mindedness Scale are listed in Table 2. The statistical tests correlation and t-test were used depending on the nature of the independent variable.

Table 2

Statistical Analysis Used for Research Question 5

Independent variable	Statistical analysis
International Experience	t-test
Time Traveled Abroad	Pearson Correlation
Place Stayed	t-test
Extension Sponsored Program	t-test
Length of Extension Program	Pearson Correlation
Other Program	t-test
Study Abroad or Peace Corps	t-test
Missionary Work	t-test

Research question 6. What are the opinions of those extension agents that have participated in an extension sponsored, or similar, international program toward the program? There were eight questions that were used to determine the opinions of Extension agents toward Extension sponsored international programs that those agents had participated in. (Appendix A, Part II). They were:

Survey Question 40. How helpful was your international experience for you to grow personally?

Survey Question 41. How did you benefit personally from participating in an international professional development program or experience?

Survey Question 42. How helpful was your international experience for you to grow professionally?

Survey Question 43. How did you benefit professionally from participating in an international professional development program or experience?

Survey Question 44. To what extent did you use your international experience in your extension job?

Survey Question 45. How did you use your international experience in your extension job?

Survey Question 46. How do you feel about the level of support you received from the extension administration in gaining your international experience?

Survey Question 47. What are the barriers you encountered in participating in an international program?

There were two questions that were used to assess the opinions of extension agents toward any international experience that those subjects had. (Appendix A, Part II). They were:

Survey Question 51. Did any of your international experience change your world view?

Survey Question 52. If you answered yes to question 51, how significant was your international experience?

The answers to survey questions 40, 42, 44, 51 and 52 were recorded in a quantitative manner and these questions were analyzed using descriptive statistics. The percentages of each of these questions were reported.

Survey Questions 41, 43, 45, 46 and 47 were qualitative questions. The process of thematic analysis was used to analyze these questions. Trochim (2001 p. 165) says that thematic analysis of text is "the identification of themes or major ideas in a document or set of documents". As the investigator read through the answers major trends or themes were identified. These themes and the number of times they were detected were recorded.

Chapter 4

Results

This chapter summarizes the results of the data collected and the statistical analysis of that data. The types of data analysis are described in the "Data Analysis" section of Chapter 3.

The purpose of this study was to determine the extent of international experience among Extension Agents in the North Carolina Cooperative Extension Service and what impact, if any, that international experience has had on them. The reporting of results and data analysis is organized around the six research question.

Results of Research Question 1

This section describes the general demographics of the population as outlined in research question one. "What are the personal and professional characteristics of the people involved in this study?"

Males comprised 45.2% of the population and 54.8% were female indicating that the percentage of females is slightly higher than males. The 50-59 age group is the largest at 35.8% and the 60-69 age group is the smallest at 4.2%. Only 12.8% of the population is under the age of 29. A large portion of the population is clustered in the 30 to 39

(21.1%) age group and in the 40 to 49 (26.2%) age group and together these two groups make up 47.3% of the population. The population is highly educated with nearly two thirds (65.4%) holding masters degrees. A few agents (5.7 %) have doctoral degrees and the remainder (28.9%) have a bachelor's degree. These data are presented in Table 3.

Table 3

Gender, Age and Education Level of Respondents

Independent variable	Number	Percent (%) of population
Gender		
Male	141	45.2
Female	171	54.8
Age		
20-29 years	40	12.8
30-39 years	66	21.1
40-49 years	82	26.2
50-59 years	112	35.8
60-69 years	13	4.2
Level of Education		
Bachelors	91	28.9
Masters	206	65.4
Doctor	18	5.7

Ethnic identity was determined by asking the survey participants how they describe themselves. Job responsibility identifies the major area that extension agents work in. Extension agents may have responsibilities in several of these areas but the survey asked them to indicate the area that best describes their major job responsibilities.

The greatest portion of the population (87.9%) identifies themselves as white and 7.3% of the population identify themselves as African American. American Indian or Alaskan, Hispanic/Latino, Native Hawaiian or Pacific Islander together makes up only 1.2% of the population. Individuals that identify themselves as other make up 3.5% of the population.

The greatest majority of agents work in the area of Agriculture (41.5%). Most of the other agents are distributed between 4-H and Youth (19.3%), Family and Consumer Science (18.4%) and Administration (17.1%). Natural Resources and Community Development made up small percentages of the population at 2.2% and 1.6%. Respectively, data on both the ethnic identity and job responsibility of the population can be found in Table 4.

Table 4

Ethnic Identity and Job Responsibility of Respondents

Independent variable	Number	Percent (%) population
<hr/>		
Ethnic Identity		
African American	23	7.3
American Indian/Alaskan	2	0.6
Asian	0	0.0
Hispanic/Latino	1	0.3
White	276	87.9
Hawaiian/Pacific Islander	1	0.3
Other	11	3.5
Job Responsibility		
Administration	54	17.1
Agriculture	131	41.5
Community Development	5	1.6
Family & Consumer Science	58	18.4
4-H and Youth	61	19.3
Natural Resources	7	2.2

Data on rank, place born and language spoken can be found in Table 5. Each of the ranks from Assistant Agent to Associate Agent to Agent are promotions within the organization and can be applied for after three years of service in the previous classification. Assistant Agent is a beginning rank, Associate Agent is an intermediate rank and Agent is an advanced rank. Advancement beyond Assistant Agent requires a master's degree. County Director is an administrative position that can be applied for after four years of experience. A master's degree is also a requirement for a County Extension Director. Assistant Agents make up 29.3% of those that responded, 12.3% of the respondents were Associate Agents, 37.5% were Agents and 20.8% of the respondents were County Directors.

Of the agents that responded 96.5% were born in the United States and 3.5% were born outside of the United States. In addition, 82.3% of the population speak only English while 17.7% speak at least one other language besides English.

Table 5

Respondent's Rank, Place Born and Language Spoken

Independent variable	Number	Percent (%) population
<hr/>		
Rank		
Assistant Agent	93	29.3
Associate Agent	39	12.3
Agent	119	37.5
County Director	66	20.8
Born in United States		
Yes	306	96.5
No	11	3.5
Speak Another Language Besides English?		
Yes	56	17.7
No	261	82.3

Results of Research Question 2

This section describes the level of international experience of the population as described in research question 2. "What is the level of international experience of the population?"

A large portion (69.5%) of extension agents in North Carolina have traveled outside of the United States or Canada at some point indicating that they have some level of international experience. Extension agents that have no international experience make up 30.5% of the population (Table 6). The highest response for length of time traveled abroad was one to two weeks (24.5%). The portion of the population that has less than one month of international experience is 52.5%. Agents that have two or more months of international experience make up 16.7% of the population. Extension agents that have more than five months of international experience make up 9.7 % of the population while 5.7 % have more than one year of international experience (Table 6).

Table 6

International Experience & Length of International Experience of Respondents

Independent variable	Number	Percent (%) of population
International Experience		
Yes	221	69.5
No	97	30.5
Time Traveled Abroad		
None	97	30.5
Less than 1 week	33	10.4
1 to 2 weeks	78	24.5
3 weeks to 1 month	57	17.9
2 to 4 months	23	7.2
5 to 7 months	6	1.9
8 months to 1 year	6	1.9
More than 1 year	18	5.7

Of the extension agents that have traveled abroad, 44.8% have stayed only in a hotel and not in other types of

accommodations. However, this means that 55.2% of the population has stayed in some other type of accommodation other than a hotel. A number of agents have stayed in both a hotel and in one or more of other types of accommodations. These data are presented in Table 7.

Table 7

Place Stayed While on International Travel

Independent variable	Percent (%) population
1. Hotel	44.8
2. Home of resident	5.9
3. College or University	0.5
4. Lived in House or Apartment	8.1
5. Other	10.4
1+2	15.8
1+3	1.4
1+4	3.2
2+3	0.5
2+4	0.9
1+2+3	0.9
1+2+4	5.0
1+2+3+4	2.3

Agents have participated in numerous international programs sponsored by Extension and by other organizations. The percentages of extension agents that have international experience and have participated in programs range from 5.4% for study abroad or Peace Corps, 12.7% for international missionary work, 15.8% for Extension sponsored programs and 17% for other international programs such as Rotary, Farmer to Farmer, etc (Table 8).

Table 8

Participation in Extension Sponsored Program, Other International Program, Study Abroad or Peace Corps and International Missionary Work by Respondents

Independent variable	N	Percent (%) of population
Extension Sponsored Program		
Yes	35	15.3
No	194	84.7
Other International Program (Rotary, Farmer to Farmer, etc.)		
Yes	38	17.0
No	185	83.0
Study Abroad or Peace Corps		
Yes	12	5.4
No	211	94.6
Missionary Work		
Yes	28	12.7
No	192	87.3

The names of extension sponsored programs that subjects said they had participated in are listed in Table 9. Some agents had participated in multiple programs and listed multiple answers. The North Carolina Extension in the World and the North Carolina Agriculture in the World are similar programs that were conducted almost 20 years ago and make up the largest group (43.5%) of programs that were listed. The Extension Latino Initiative and the Latino/Hispanic Understanding Project are similar programs and are more recent programs and made up 14.2% of the programs listed. Survey participants also listed a number of other extension programs sponsored by non profit organizations, commodity or departmental programs and other groups.

Table 9

Extension Sponsored International Programs

Type of program	Number	Percent (%) of answers
Agriculture in the World**	11	29.2
Extension in the World**	6	14.3
Commodity or Department Program*	6	14.3
Non Profit*	5	11.9
Other Extension Program*	5	9.5
Extension Latino Initiative**	3	7.1
Latino/Hispanic Understanding**	3	7.1
Leadership*	2	4.8
Other Programs*	1	2.4

*Group of Programs

**Separate Programs

Survey participants were also asked to list the length of stay of the extension sponsored programs in which they participated. The minimum length of stay was 5 days, the maximum length of stay was 90 days, the mean length of stay was 22.75 and the standard deviation was 21.54 days.

Results of Research Question 3

This section describes the level of global mindedness of the population as described in research question 3. "What is the level of global mindedness among employees of the North Carolina Cooperative Extension Service?" The level of global mindedness was measured using the Global Mindedness Scale developed by Hett (1993).

The mean score and standard deviation for each question on the Global Mindedness Scale are listed in Table 10. The minimum possible score for each question on the Global Mindedness Scale is one and the maximum possible score is five. The mean score for 24 out of 30 questions were in the three to four range. The mean score for the following questions was above four:

3. "The United States is enriched by the fact that it is comprised of many people from different cultures and countries."

6. "I often think about the kind of world we are creating for future generations."

8. "Americans can learn something of value from all different cultures."

15. "It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations."

24. "It is important that we educate people to understand the impact that current policies might have on future generations."

Question five, "The needs of the United States must continue to be our highest priority in negotiating with other countries", was the only question that the mean score was below three (2.44). Question five was one of the questions that was reversed scored, so a lower score on this question indicates that the survey participants scored higher on the Global Mindedness Scale. Other questions that were reverse scored included questions 4, 9, 10, 16, 21, 25, 27 and 29.

Table 10

*Mean and Standard Deviation for Questions on the Global
Mindedness Scale*

Question	Number	Mean	Standard deviation
1. I generally find it stimulating to spend an evening talking with people from another culture.	318	3.9277	.87253
2. I feel an obligation to speak out when I see our government doing something I consider wrong internationally.	318	3.3648	.73163
3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries.	318	4.1258	.73439
4. Really, there is nothing I can do about the problems of the world.	318	3.5566	.84898

Table 10 (continued)

Question	Number	Mean	Standard deviation
5. The needs of the United States must continue to be our highest priority in negotiating with other countries	317	2.4385	.99691
6. I often think about the kind of world we are creating for future generations.	317	4.2461	.69082
7. When I hear that thousands of people are starving in an African country, I feel very frustrated.	317	3.7666	.85077
8. Americans can learn something of value from all different cultures.	314	4.2293	.69570
9. Generally, an individual's actions are too small to have a significant effect on the global ecosystem.	318	3.6258	.98004

Table 10 (continued)

Question	Number	Mean	Standard deviation
10. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment.	318	3.2987	.99940
11. I think of myself, not only as a citizen of my county but also as a citizen of the world.	318	3.7704	.84481
12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.	318	3.5283	.84294
13. I enjoy trying to understand people's behavior in the context of their culture.	317	3.8297	.80897

Table 10 (continued)

Question	Number	Mean	Standard deviation
14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States.	315	3.6794	.83058
15. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.	317	4.2208	.69933
16. American values are probably the best.	317	3.0347	.88700
17. In the long run, America will probably benefit from the fact that the world is becoming more interconnected.	317	3.4290	.88528
18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.	318	3.8208	.81543

Table 10 (continued)

Question	Number	Mean	Standard deviation
19. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.	317	3.9527	.89706
20. I think my behavior can impact people in other countries.	316	3.5380	.84805
21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.	317	3.5016	.80199
22. I feel a strong kinship with the worldwide human family.	317	3.2082	.86467
23. I feel very concerned about the lives of people who live in politically repressive regimes.	317	3.6215	.76839

Table 10 (continued)

Question	Number	Mean	Standard deviation
24. It is important that we educate people to understand the impact that current policies might have on future generations.	316	4.2152	.53857
25. It is not really important to me to consider myself as a member of the global community.	317	3.6057	.94419
26. I sometimes try to imagine how a person who is always hungry must feel.	317	3.4416	.87542
27. I have very little in common with people in underdeveloped nations.	315	3.3048	.91475
28. I am able to affect what happens on a global level by what I do in my own community.	318	3.4780	.83183

Table 10 (continued)

Question	Number	Mean	Standard deviation
29. I sometimes feel irritated with people from other countries because they don't understand how we do things here.	318	3.0755	.98920
30. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.	317	3.2871	1.04166

The Global Mindedness Scale ranges from 30 to 150 and the higher the number on the scale the higher the level of global mindedness. The mean Global Mindedness Scale score for participants in the survey was 108.02.

The Global Mindedness Scale scores of the population were divided into quartiles, 1st quartile (30 to 60), 2nd quartile (61 to 90), 3rd quartile (91 to 120) and 4th quartile (121 to 150). The majority (74.3%) of the respondents scored in the 3rd quartile and 16.1% of participants scored in the 4th quartile. Only 9.6% of the respondents scored in the 2nd quartile and no respondents scored in the 1st quartile (Table 11).

Table 11 *Scores on the Global Mindedness Scale*

Range of Global Mindedness Scale	Percent (%) Of population
4 th Quartile (121 to 150)	16.1
3 rd Quartile (91 to 120)	74.3
2 nd Quartile (61 to 90)	9.6
1 st Quartile (30 to 60)	0.0

Results of Research Question 4

This section compares the level of global mindedness of the participants as indicated by the level of the Global Mindedness Scale for various personal and professional characteristics. Those characteristics are described in research question 4. "Does global mindedness vary by personal and professional characteristics such as gender, age, level of education, ethnic identity, job responsibility, rank, place of birth or by ability to speak another language besides English?" Various statistical analyses were conducted on the Global Mindedness Scale score for each of these variables (see Table 1).

A t-test was conducted to determine if there was a statistical difference in the mean score on the Global Mindedness Scale by gender. The results of the t-test are presented in Table 12. The mean Global Mindedness Scale score for males was 104.21 and the mean score for females was 111.28 or 7.07 points higher for the female participants. The t-test indicated that there is a statistical difference at the .01 level in Global Mindedness Scale score between males and females ($t=4.51$, $df=284$, $p<.01$).

Table 12

Difference in Level of Global Mindedness Scale Scores by Gender

Variable	Mean	SD	t	df	Sig.
Gender					
Male	104.21	13.69	-4.51	284	.001
Female	111.28	12.80			

Research question four also sought to determine if there is a relationship between Global Mindedness Scale and age. Pearson's correlation was used to determine if there is a relationship between score on the Global Mindedness Scale and age (Table 13). The correlation coefficient (r value) of the test was .187 and according to Davis (1971) and Hopkins (2002) this is a low association. Even though the association is low the correlation was statistically significant at the .001 level.

A Pearson's correlation was also calculated to examine the relationship between Global Mindedness Scale and level of education (Table 13). The correlation coefficient (r value) was .120 which according to Davis (1971) and to

Hopkins (2002) is a low association. The correlation between Global Mindedness Scale score and education was statistically significant at the .05 level.

Table 13

Correlation of Global Mindedness Scale Score with Age and Education

Variable	r	Significance (2-tailed)
Age	.187	.001
Education	.120	.041

Research question four also sought to determine if there is a difference in global mindedness between different ethnic groups. The study participants were asked to identify themselves according to an ethnic classification. These classifications included African American, American Indian or Alaskan, Asian, Hispanic/Latino, White, Hawaiian or Pacific Islander and Other. A t-test was conducted to determine if there was a statistically significant

difference between the mean Global Mindedness Scale of the largest ethnic group which was white and the other groups combined. The results of the t-test are shown in Table 14 and indicate that there is no statistically significant difference in mean Global Mindedness Scale between Nonwhite and White extension agents ($t=-0.819$, $df=290$ $p>.05$).

Table 14

Difference in Level of Global Mindedness Scale Score between White and other Ethnic Classifications

Variable	Mean	SD	t	df	Sig.
Other	109.78	15.30	-.819	290	.414
White	107.78	13.50			

An ANOVA was also conducted to determine if there was a statistically significant difference in mean Global Mindedness Scale between different ranks held by extension agents. These ranks included Assistant Agent, Associate Agent, Agent and County Director. The ANOVA F value was 1.92 ($df=3$) and the significance value was .126 (Table 15) indicating that there were no statistical differences in

global mindedness of extension agents among different ranks. The mean Global Mindedness Scale scores and standard deviation of each of these ranks are listed in Table 16.

Table 15

ANOVA for Level of Global Mindedness Scale Score between Rank and Job Responsibility

	F	df	Sig.
Rank	1.92	3	.126
Job Responsibility	7.44	5	.001

Table 16

Difference in Level of Global Mindedness Scale Score between Ranks

Rank	Number	Mean	Standard deviation
Assistant Agent	88	107.72	15.26
Associate Agent	35	105.31	16.04
Agent	110	107.25	12.72
County Director	50	111.62	11.12

The differences in Global Mindedness Scale means scores between job responsibilities were also tested using ANOVA. The different job responsibilities include Administration, Agriculture, Community Development, Family & Consumer Science, 4-H and Youth and Natural Resources. The ANOVA F value for job responsibility was 7.44 (df=5) and the significance level was .001 (Table 15) indicating that there were statistically significant differences for mean Global Mindedness Scale score. Data listing the mean score and standard deviation of job responsibilities are presented in Table 17.

The post hoc analysis Tukey's Honest Significant Difference procedure was conducted to determine where these differences were. The post hoc analysis revealed that there was a statistically significant difference between agricultural agents and administrators and between agricultural agents and family and consumer science agents. The agricultural agent's scores were lower than both the administrators and the family and consumer science agents. The Community Development and the Natural Resource agents both had high mean scores but there were too few agents in both of these categories to be statistically different (Table 17).

Table 17

*Mean and Standard Deviation of Global Mindedness Scale
Scores for Groups of Extension Agents by Job Responsibility*

Responsibility	Number	Mean	Standard deviation
Administration	46	112.37	10.96
Agriculture	122	103.13	13.98
Community Development	5	116.60	8.90
Family and Consumer Science	55	113.67	12.29
4-H and Youth	55	108.31	11.28
Natural Resources	7	115.29	24.41

Research Question four also sought to determine if place of birth has an impact on global mindedness as measured by the Global Mindedness Scale. The results of the t-test listed in Table 18 indicate that there is no statistically significant difference in mean Global Mindedness Scale score between extension agents that were

born in the United States and those that were not born in the United States ($t=-0.57$, $df=289$, $p>.05$)

A t-test was also conducted to determine if there was a statistically significant difference in Global Mindedness Scale score between extension agents that spoke only English and those that spoke at least one other language. The results of this t-test listed in Table 18 indicated that there is no statistically significant difference in the mean Global Mindedness Scale scores between extension agents that speak only English and those that speak at least one other language ($t=1.32$, $df=289$, $p>.05$).

Table 18

Difference in Global Mindedness Scale Score by Place of Birth and Language

Variable	Mean	SD	t	df	Sig.
Born in United States?					
Yes	107.90	13.80	-0.57	289	0.57
No	110.40	11.83			
Speak Language Besides English?					
Yes	110.33	14.53	1.32	289	0.19
No	107.56	13.54			

Results of Research Question 5

Research Question 5 compares the level of global mindedness of the participants as indicated by the level of the Global Mindedness Scale for various levels of international experience and participation in international programs. These are described in research question 5. "Does global mindedness vary by level of international experience as expressed by: has international experience, time traveled outside of the United States and Canada, places stayed while

out of the country, participation in Extension sponsored international program, length of Extension sponsored international program, participation in other international programs, participation in study abroad or the Peace Corps, and participation in international missionary work?"

The data in Table 19 indicates that the mean score for the Global Mindedness Scale was 6.39 points higher for those individuals that have any international experience than for those that have no international experience and that this is statistically significant at the .001 level ($t=-3.74$, $df=290$, $p<.001$).

Cohen's (1965) classification of effect size (practical significance) was also calculated for the variable, has international experience or has no international experience. Cohen's $d = .048$ and according to Cohen (1965) this is considered as a medium effect size. This is large enough to consider the difference as practically significant.

Table 19

Difference in Global Mindedness Scale Score by International Experience

Variable	Mean	SD	t	df	Sig.
International Experience					
Yes	109.97	13.44	3.74	290	.001
No	103.58	13.40			

The second variable that was compared to Global Mindedness Scale score was the length of time that a person has traveled abroad. This variable was recorded on a scale from not traveled abroad to having traveled or lived abroad for more than one year. The results of Pearson Correlation listed in Table 20 indicate that there is a low association or weak correlation between time spent abroad and Global Mindedness Scale score. The r value was .124. The correlation between Global Mindedness Scale score and time spent abroad was statistically significant at the .05 level. According to both Davis (1971) and to Hopkins (2002) this r value is in the low association range.

Table 20

*Correlation of Global Mindedness Scale Score by Time
Traveled Abroad*

Variable	r	Significance (2-tailed)
Time Traveled Abroad	.124	.035

The third variable tested in research question 5 was the places an individual had stayed while abroad and if place stayed had an impact on that individuals Global Mindedness Scale score. Places stayed were a hotel, home of a local resident, college or university, lived in house or apartment, other and various combinations of these places. The mean Global Mindedness Scale score of extension agents that had only stayed in a hotel and those that had stayed in other accommodations was compared using a t-test. The results of the t-test listed in Table 21 indicate that there is not a statistically significant difference in these two means ($t=-.150$, $d=290$, $p>.05$).

Table 21

Difference in Global Mindedness Scale Score by Place Stayed

Variable	Mean	SD	t	df	Sig.
Place Stayed					
Hotel Only	107.83	13.82	-.150	290	.881
Other	108.10	13.72			

Research Question 5 also sought to determine if participation in an Extension sponsored international program made an impact on a person's Global Mindedness Scale score. According to the results of the t-test, ($t=1.18$, $df=208$, $p>.05$), listed in Table 22 there was not a statistically significant difference in the mean score of agents that had participated in these programs and those that had not.

Table 22

Difference in Global Mindedness Scale Score by Participation in Extension Sponsored Program

Variable	Mean	SD	t	df	Sig.
Extension Sponsored Program					
Yes	112.27	12.50	1.18	208	.241
No	109.37	13.13			

Research question five also sought to determine if there is a relationship between the length of time that an extension agent spent on an Extension sponsored program or programs and their score on the Global Mindedness Scale. A Pearson coefficient was also use to determine this relationship. Table 23 indicates that there was a very weak negative correlation (r value $-.083$) between the two. The correlation was not statistically significant.

Table 23

Correlation of Global Mindedness Scale Score by Length of Extension Program

Variable	r	Significance (2-tailed)
Length of Program	-0.083	0.639

Question 5 also sought to determine if international programs other than those sponsored by Extension had an impact on Global Mindedness Scale scores. These programs were listed as Other International Programs and the Farmer to Farmer and Rotary Group Study Exchange were given as examples. The results of the t-test conducted on the means are listed in Table 24. The t-test ($t=1.04, df=203, p>.05$) showed that there is no statistically significant difference in the mean scores of extension agents that participated in "Other" international programs and those that had international experience but had not participated in these programs.

A similar question was asked concerning agents that had participated in Study Abroad or the Peace Corps. There was a

statistically significant difference in the mean Global Mindedness Scale scores of agents that had participated in Study Abroad or the Peace Corps and those agents that had international experience but had not participated in these programs? The t-test ($t=2.10$, $df=203$, $p<.05$) showed that there was a statistically significant difference in these mean scores at the .05 level (Table 24).

Cohen's (1965) classification of effect size (practical significance) was also calculated for agents that had participated in Study Abroad or the Peace Corps. Cohen's $d = 0.73$ and according to Cohen (1965) this is considered as a medium effect size. This is large enough to consider the difference as practically significant.

Question 5 also asked if there was a difference on the mean Global Mindedness Scale score of agents that had participated in International Missionary Work and those that had international experience but had not participated in this type of program. The results of the t-test ($t=-.463$, $df=200$, $p>.05$) comparing these two means are listed in Table 24 and show that there is no statistically significant differences in the mean Global Mindedness Scale score for these two groups.

Table 24

Difference in Global Mindedness Scale Score by Other International Program, Study Abroad or Peace Corps and International Missionary Work

Variable	Mean	SD	t	df	Sig.
Other International Program					
Yes	112.11	12.25	1.04	203	.300
No	109.57	13.52			
Study Abroad or Peace Corps					
Yes	117.83	8.62	2.10	203	.037
No	109.60	13.42			
Missionary Work					
Yes	108.56	13.70	-0.463	200	.644
No	109.92	13.12			

Results of Research Question 6

Research Question 6 asked the question "What are the opinions of those extension agents that have participated in an extension sponsored, or similar, international program toward the program?" There were eight questions on the survey that were used to determine the attitudes of extension agents about Extension sponsored international programs that those agents had participated in. (Appendix A, Part II).

The answers to survey questions 40, 42, and 44 were recorded in a quantitative manner and these questions were analyzed using descriptive statistics. The percentages of each of these questions are reported below.

The data found in Table 25 indicates that 85.2% of individuals that answered survey question 40 responded that the international program that they participated in was either helpful or very helpful for them to grow personally. Only 3.7 % listed the program as not helpful for them to grow personally.

Table 25

Survey Question 40 and 42 - How helpful was your international experience for you to grow personally? How helpful was your international experience for you to grow professionally?

Answer	Percent (%) personally	Percent (%) professionally
Not Helpful	3.7	6.1
Mildly Helpful	3.7	2.0
Somewhat Helpful	7.4	12.2
Helpful	25.9	26.5
Very Helpful	59.3	53.1

In answer to the survey question 42, how helpful was your international experience for you to grow professionally, 79.6% of respondents indicated that the program that they had participated in was either helpful or very helpful (Table 25). Only 6.1 % answered that the program was not helpful.

In answer to the survey question 44, to what extent did you use your international experience in your extension job, 70.7% of respondents indicated that they had used their international experience to some extent or to a great extent. Only 8.2% indicated that they had not used their international experience at all (Table 26).

Table 26

Survey Question 44 - To what extent did you use your international experience in your extension job?

Answer	Percent (%)
Did not use at all	8.2
Used to a little extent	20.4
Used to some extent	44.2
Used to a great extent	26.5

Survey Questions 41, 43, 45, 46 and 47 were qualitative questions and the answers to these questions were text. The process of thematic analysis was use to analyze these questions. As the investigator read through the answers major trends or themes were identified. These themes and the

number of times they were detected were recorded.

When asked how they benefited personally from participating in an international professional development program or experience participants responded most often that they gained knowledge and appreciation of other cultures or an increased understanding of those cultures. Other themes that emerged were increased appreciation for the United States, gained a world or global view or perspective, increased technical knowledge or skills, increased knowledge of international affairs, developed or improved language skills, and gained an increased understanding of how Americans are viewed by the world. The major themes that emerged and the number of time they were detected are listed in Table 27.

Examples of answers to question 41 (How did you benefit personally from participating in an international professional development program or experience?) were:

"Greater appreciation for another culture and the global community of which we are a part."

"Helped me to understand how others live outside of the US. It also helped me to understand how culture differences influences the way people think and act. I now have more passion and understanding of limited resource audiences in my county."

"To recognize, observe, and learn other cultures and to gain a greater appreciation for such."

"Opened eyes to new ways of thinking and doing things, made me more aware that in many ways we all have the same basic needs... to be loved, to be accepted, to be healthy etc..."

"Was able to see where Hispanic people come from. How they live, the problems they face, their culture, their lifestyle."

"Gained world perspective. Enhanced cultural and language skills."

"Appreciate what I have."

Table 27

Survey Question 41 - How did you benefit personally from participating in an international professional development program or experience?

Themes identified	Number of times themes occurred
Increased knowledge of, understanding of and appreciation for other cultures	31
Gained world or global view or perspective	7
Increased appreciation for the United States	6
Increased technical knowledge or skills	3
Developed or improved language skills	3
Increased knowledge of international affairs	2
Understanding of U.S. role in the World	3

When agents were asked how they benefited professionally from participating in an international professional development program or experience the main theme that emerged was that they had gained knowledge and appreciation of other cultures or an increased understanding of those cultures. Themes such as increased technical knowledge and skills, gained programming or teaching skills and gained world or global view were also detected. Other themes that emerged less often were networking or exchange with colleagues, gained increased appreciation for diversity and increased appreciation for the United States. The general themes that emerged and the number of times they emerged are listed in Table 28.

Examples of answers to question 43 (How did you benefit professionally from participating in an international professional development program or experience) were:

"Was able to see where Hispanic people come from. How they live, the problems they face, their culture, their lifestyle."

"I gained experience working on agricultural and water quality projects without all the 'support' we take for granted here in the U.S. land grant university system."

"Gained technical tobacco subject matter information."

"Experience forced me to use different teaching methods as well as alternative methods of agriculture in countries that had few resources."

"It made me more globally minded from the standpoint of realizing that we have to factor in the influence of global agriculture into our markets."

Table 28

Survey question 43 - How did you benefit professionally from participating in an international professional development program or experience?

Themes identified	Number of times themes occurred
Increased knowledge, understanding and appreciation for other cultures	14
Increased technical knowledge and skills	7
Gained programming or teaching skills	6
Gained world or global view	6
Networking or exchange with colleagues	3
Gained increased appreciation for diversity	3
Increased appreciation for the United States	2

When extension agents were asked how they used international experience in their jobs, the main theme that emerged was sharing international experiences with coworkers and clients. Themes such as an increase ability to work with other cultures at home and teaching international understanding to clients also emerged. Other themes that emerged less often were integrating production practices or systems into agriculture back home and becoming involved in international exchange or hosting an international visitor. The general themes that emerged and the number of times they emerged are listed in Table 29.

Examples of answers to question 45 (How did you use your international experience in your extension job?) were:

"Used my extension international experience to do more in international work related to extension work. Conducted numerous international educational programs. Used new knowledge and insight to be a more open minded and balance extension agent."

"Was invited to be speaker for several local groups. Implemented international agriculture into newsletter articles and grower meeting topics. Explained international agriculture diversity and production to our local farmers. I feel I am much better prepared to respond to issues related to Hispanics in my county because of my international

experiences."

"Working with very poor people in Latin America has helped me see cultural similarities with the poor here. It has made me more effective with this audience."

"Imparted a better understanding of foreign agriculture to my clientele."

Table 29

Survey Question 45 - How did you use your international experience in your extension job?

Themes identified	Number of times themes occurred
Shared experience with coworkers and clients	13
Increased ability to work with diverse cultures at home	8
Used experience to teach international knowledge, and understanding to clients	7
Integrated new practices or systems into home agriculture	3
Became involved in exchange or hosted guest from abroad	2

When asked how they felt about the level of support they received from the extension administration in gaining their international experience agents, for the most part thought support was excellent or very good (Table 30). Some agents commented that "extension made it possible" or "I could not have done it without them". However, some agents perceived that support was ok or mediocre. Comments from these agents included "reluctantly allowed" and "used annual leave and my personal funds". Two agents commented that there seems to be little emphasis on international programs at this time.

Table 30

Survey question 46 - How do you feel about the level of support you received from the Extension Administration in gaining your international experience?

Support themes identified	Number of times themes occurred
Excellent, very supportive or great support	9
Well supported, very helpful or very good	11
Good support	4
OK or needed more support	7

When agents were asked to describe the barriers that they encountered in participating in an international program lack of funding and time were the two most frequently listed barriers. "Mainly time constraints, too much work locally to stay gone three or four weeks, money is

always an issue" were comments made by one agent concerning these barriers. Lack of support and lack of language skills were also listed a less number of times. Health and safety were also listed. Six respondents indicated that they encountered no barriers. These data are found in Table 31.

Table 31

Survey Question 47 - What are the barriers you encountered in participating in an international program?

Barriers	Number of times barriers occurred
Lack of funding	8
Time away from work and family	8
Lack of support from administration or local government	6
Lack of language skills	6
Health and safety concerns	2
None	6

There were two questions that were used to determine the attitudes of extension agents toward any international

experience that those subjects had. (Appendix A, Part II).

When asked if any international experience that the agent had change their worldview, 73.7% indicated that their international experience did change their world view (Table 32).

Table 32

Survey Question 51 - Did any of your international experience change your world views?

Answer	Percent (%)
Yes	73.7
No	26.3

When asked how significant was your international experience, 23.9% of those that responded though their international experience was somewhat significant, 28.3% thought that their experience was significant and 25.8% thought that their international experience was very significant (Table 33).

Table 33

Survey Question 52 - If you answered yes to question 51, how significant was your international experience?

Answer	Percent (%)
Not Significant	3.1
Mildly Significant	18.9
Somewhat Significant	23.9
Significant	28.3
Very Significant	25.8

Chapter 5

Conclusions, Implications and Recommendations

Chapter five presents conclusions drawn from the findings of the study and discussion of those conclusions. The chapter also presents implication, recommendations for the organization and recommendations on further research. The overall purpose of this study was to determine the extent of international experience among extension agents in the North Carolina Cooperative Extension Service and what impact, if any, that international experience has had on those agents.

Conclusions and Discussion

Conclusions from and discussion of research question 1.
What are the personal and professional characteristics of the people involved in this study?

Most of the extension agents in North Carolina are white and are as likely to be female as they are to be male. The typical agent has a master's degree and is most likely to be in the 50-59 age group. The 30 to 39 age group and the 40 to 49 age groups also make up large portions of the population. The majority of the agents have advanced to the rank of Agent or County Director. About two fifths of the

agents have major responsibilities in the area of agriculture, one fifth in the 4-H and Youth area, one fifth have major responsibilities in the Family and Consumer Science area and one fifth in the area of administration. Nearly all of the agents in North Carolina were born in the United States but approximately one fifth speak another language besides English.

Conclusions from and discussion of research question 2.
What is the extent of international experience of the population?

Two out of three agents (69.5%) in North Carolina are likely to have traveled outside of the United States or Canada. However, the time that most of these agents spent outside of these two countries is limited. About a third of the agents have never traveled outside of the United States or Canada and 83.5% of the agents have only traveled outside of the United States or Canada for one month or less. Extension agents that have traveled outside of the United States and Canada for more than two months make up approximately one sixth of the population. Of the North Carolina extension agents that have traveled abroad the majority have stayed in some type of accommodation other than a hotel.

These findings are similar to two other studies. A national study by Lundy et al. (2005) found that 72.55% of extension agents that participated in the study had traveled outside of the United States. Selby, Peters, Sammons, Branson and Balschweid (2005) also found that a large number (76%) of Extension agents in Indiana had traveled outside of the United States. Of those agents from Indiana that had traveled internationally 78.5% did so for leisure.

Extension agents in North Carolina have participated in numerous international programs. These include those sponsored by Extension and those sponsored by other groups such as the Peace Corps, Rotary, Farmer to Farmer, missionary organizations and others. The largest groups of Extension sponsored programs that agents participated in were the North Carolina Extension in the World and the North Carolina Agriculture in the World programs, similar programs that were conducted almost 20 years ago. This is a concern because it indicates that a large portion of the international experience that agents have is from programs that took place over two decades ago.

The average length of stay for extension agents that participated in Extension sponsored international programs was about three weeks. This along with the fact that most extension agents have spent limited time abroad is a concern

because research shows that international experience of longer duration has more benefit (Bates, 1997; Dwyer and Peters, 2004; Eaker, 1980; Gillian, 1995; Hett, 1993; Khishtan, 1990; and Mahon and Crushner, 2002). It is possible that Extension sponsored programs that are longer in duration or programs that provide multiple opportunities to travel abroad could be beneficial.

Conclusions from and discussion of research question 3.
What is the level of global mindedness among employees of the North Carolina Cooperative Extension Service?

This study found that the average Global Mindedness Scale score for extension agents in North Carolina was 108.02 out of a possible 150 points. The study found that 16.1% of participants scored in the 4th quartile (121 to 150) and that 74.3% of the respondents scored in the 3rd quartile (91 to 120). Only 9.6% of the respondents scored in the 2nd quartile (61 to 90) and no respondents scored in the 1st quartile (30 to 60). This indicates that the typical extension agent from North Carolina has a moderate to high level of global mindedness or has a global mind set. This means that extension agents in North Carolina are concerned about people all over the world, have an appreciation for diversity, they have a belief that individual actions can

make a difference, feel a sense of responsibility to others, think in terms of what is good for the community and feel connected to others. According to Hett (1993) there are a number of positive attributes that are associated with global mindedness. These include personal attributes such as flexibility, tolerance, and open mindedness; a connection to the world community; understand and value cross culture experience; oppose prejudice; are activist; have concern for the environment; have a sense of responsibility; possess language ability; seek to learn; and are futurists.

Conclusions from and discussion of research question 4.
Does global mindedness vary by personal and professional characteristics such as gender, age, level of education, ethnic identity, job responsibility, rank, place of birth or by ability to speak another language besides English?

The typical female extension agent in North Carolina is likely to be more globally minded than the typical male extension agent. This is consistent with the literature that indicates that females score higher on the Global Mindedness Scale and World Mindedness Scale than males (Hett, 1993; Gillian, 1995; and Hazeltine and Rezvanian, 1998).

The age of extension agents in North Carolina is likely to have a low or limited relationship to global mindedness.

Hett (1993) also found that age did not affect global mindedness as measured by the Global Mindedness Scale. However, Gillian (1995) found that age did affect global mindedness. Participants in the 45 to 54 age range had the highest mean score for global mindedness in Gillian's study.

An extension agent's level of education is likely to have a low or limited relationship to global mindedness. The rank (Assistant Agent, Associate Agent, Agent, or County Director) that an extension agent in North Carolina holds is also unlikely to be related to how globally minded they are.

White extension agents, the largest ethnic group in North Carolina, are not likely to be more or less globally minded than extension agents in other ethnic groups. Hett (1993) also found that there were no differences in Global Mindedness Scale score between ethnic groups.

This study found that an agent's primary job responsibility can have an impact on their level of global mindedness. The typical Family and Consumer Science extension agent in North Carolina is likely to be more globally minded than the typical Agricultural agent. This is understandable considering that most Family and Consumer Science agents are female and most Agricultural Agents are male. The literature supports the finding that females score higher on the Global Mindedness Scale and World Mindedness

Scale than males (Hett, 1993; Gillian, 1995; and Hazeltine and Rezvanian, 1998). The study also found that agents with primarily administrative responsibilities scored higher on the Global Mindedness Scale than Agricultural agents.

Extension agents in North Carolina that were born outside of the United States are not likely to be more globally minded than those born in the United States. This is consistent with the research by Hazeltine and Rezvanian (1998) that found no significant difference in world mindedness between American and Russian students.

Since most agents were born in the United States it was surprising to find that almost one fifth of the extension agents speak another language besides English. However, this study found that the ability to speak another language did not increase the level of global mindedness. This is consistent with Hett's (1993) finding that additional language ability was not related to Global Mindedness Scale scores. However, Hazeltine and Rezvanian (1998) found that students that spoke two or more languages scored higher on the World Mindedness Scale.

Conclusions from and discussion of research question 5.
Does global mindedness vary by level of international experience as expressed by: has international experience,

time traveled outside of the United States and Canada, places stayed while out of the country, participation in Extension sponsored international program, length of Extension sponsored international program, participation in other international programs, participation in study abroad or the Peace Corps, and participation in international missionary work?

The typical extension agent in North Carolina that has any international experience is more globally minded than extension agents that have no international experience. Extension agents in North Carolina, with international experience, that have participated in study abroad programs or the Peace Corps are more globally minded than those that have not. Previous research has shown that individuals that participate in lengthier international programs or have spent more time abroad score higher on both the Global Mindedness Scale (Gillian, 1995 and Hett, 1993). Research by Hett, 1993, indicates that students that have traveled abroad for nine or more weeks score higher on the Global Mindedness Scale. Research by Gillian found that students that had one year or more of international experience scored high on the Global Mindedness Scale. Study abroad and Peace Corps programs tend to be longer than other international

programs and this could be the reason that a significant difference was found.

This study found a low or weak relationship between the length of time extension agents in North Carolina have spent abroad and their level of global mindedness. The study also found a negative relationship between length of Extension sponsored program and level of global mindedness. This is contrary to the literature that shows that individuals with more international experience score higher on the Global Mindedness Scale. (Gillian, 1995 and Hett, 1993).

Extension agents in North Carolina that have participated in international program sponsored by Extension, international missionary work, and other (Farmer to Farmer, Rotary, etc.) international programs are not more globally minded than other extension agents that have international experience. The lack of an increase in global mindedness after participation in these programs could be explained by the fact that these types of programs tend to be shorter in length than programs such as study abroad and the Peace Corps.

Many extension agents from North Carolina that have traveled abroad have stayed in accommodations other than a hotel. However, the place Extension agent stayed while abroad did not affect their level of global mindedness.

Conclusions from and discussion of research question

6. What are the opinions of those extension agents that have participated in an extension sponsored, or similar, international program toward the program?

The majority of extension agents in North Carolina that have participated in an international program sponsored by Extension feel that the program was helpful for them to grow personally and professionally. These agents found that the programs they were involved in helped them to gain knowledge, understanding and appreciation of other cultures and to gain an increased global or world view. Agents also felt that they had increased their technical knowledge and skills and increased their teaching or programming skills. The typical participant in an international program also believed that they were able to use their experience at home in a number of ways including sharing the experience with others, working with other cultures, helping others to gain international knowledge and understanding, and integrating practices learned into local agriculture.

Most North Carolina extension agents that have participated in international programs feel that they were well supported by Extension but there were some that believed that they needed more support. A few agents that have participated in these programs also feel that there

were barriers to gaining international experience. These include lack of funding, lack of time, lack of language skills, lack of support from administration, lack of support from local government, and health and safety issues.

The majority of extension agents in North Carolina that have international experience feel that this experience changed their world view. More than half of these agents also believe that their international experience was significant or very significant.

Implications

This research project confirms previous research that shows that international programs and international experience have a positive impact on extension agents. This study found that extension agents in North Carolina that have international experience are more globally minded than those that do not. It also found that agents that had participated in certain long term international projects are more globally minded than those agents that have not participated in these projects. As with previous studies this study found that agents that have participated in international programs have a positive opinion about the program and feel that they gained from the program.

This is the first study, that this researcher is aware

of, that uses the Global Mindedness Scale, or similar instrument, to measure the global mindedness of extension agents. This study found that extension agents had differences in Global Mindedness Scale scores, for several characteristic, that were similar to those found by other researchers for students. Because of this it is this researcher opinion that the Global Mindedness Scale is an appropriate instrument for measuring global mindedness among extension agents.

The Cooperative Extension Service's leaders and partners have challenged the organization to develop international programs that help Extension's clients deal with globalization. Previous research shows that international experience helps extension agents to gain knowledge and skills that are beneficial to the organization and organization's clients. This study also showed that extension agents gain an increased global mindedness from international experience and from some international programs. Individuals that are more globally minded possess characteristics and attributes that are valued by the organization. This study also found that agents that have participated in international programs believe that they gained from the experience. Because of these findings international professional development should be a priority

for the North Carolina Cooperative Extension Service. The organization should renew its efforts to become more internationally engaged by developing international understanding and skills in its agents. Failure to do so could mean that extension agents in North Carolina do not have the skill that they need to help their clients deal with ever increasing effects of globalization.

Recommendations

Because this study found that extension agents benefit from international experience and because these findings are supported by previous research (Crago, 1998; Lev, 2001; Place, 1998; Place, Vergot and Dragon, 2005 and Richard and Woods, 1991) the North Carolina Cooperative Extension Service should put additional emphasis on international professional development for agents.

Currently it appears that there is little emphasis on international programs by the organization. A search of the Personal and Organizational Development web site shows no information on planned international programs or international professional development in general. Recent international programs, that this researcher is aware of, have originated at the district level, county level or individual agent level.

It should be a goal of the organization that more extension agents gain significant international experience. This would include international experience where the individual is immersed in another culture and gains more cultural awareness and understanding.

A goal should be to hold one international professional development opportunity for the organization each year. Exchange type programs that bring persons from other countries to local extension offices, as well as send North Carolina agents abroad, would have a double benefit. Longer programs, more than two weeks, would have a greater impact. An alternative to longer programs would be to encourage agents to participate in multiple programs both inside and outside of the organization in order to gain additional international experience.

The North Carolina Cooperative Extension should target those agents that would benefit most from international experience for participation in international programs. This research shows that agents that have no international experience, agricultural agents and male agents are less globally minded. The organization should encourage these agents to participate in international programs and give them preference in the selection process.

Activities that could be used to promote international professional development are a section on the Personal and Organizational Development web site listing international opportunities both inside and outside the organization, programs at agent meetings promoting international professional development and grant writing to fund international programs. Agent should be able to substitute an international program for the five year graduate course requirement. In addition, international program should be recognized on the agent's performance appraisal.

Extension agents in North Carolina are being challenged to develop international skills and cultural awareness and understanding. By developing these skills agents are better able to help traditional clients deal with globalization and the realities of the global market place. These skills are also beneficial to agents as they work with new culturally diverse audiences at home. Participation in an international professional development program is an excellent way for extension agents to gain these important international skills and cultural awareness and understanding.

Recommendations for Further Research

1. Because this study population was limited to extension agents in North Carolina the results cannot be extrapolated to extension agents in other states. This study should be expanded to determine the level of international experience, level of global mindedness, and impact of international programs on extension agent in all states.

2. Future international programs should be evaluated using the Global Mindedness Scale. Administering the Global Mindedness Scale to participants before and after participation in the program could be used to determine if global mindedness was influenced by the international program. A follow up study could then be conducted at a later time to determine the affects of time after an international experience on an individual's global mindedness.

3. Future research could be conducted to determine if exposure to or association with an agent that has international experience affected the global mindedness of other agents.

4. Future research could be conducted to determine the impact of international experience on the level of global mindedness of other groups. This could include other groups engaged in international professional development such as teachers, extension administrators, extension specialist, etc.

5. Further research could be conducted on the impact of developing international experience in extension agents on extension clients.

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APPENDICES

Appendix A

Global Mindedness Survey

Part I Global Mindedness Scale

<p>Please circle the appropriate response to indicate your level of agreement with each of the following statements. Please note that there are not "correct" or "wrong" answers. (Strongly Disagree = SA, Disagree= D, Neutral = N, Agree = A, Strongly Agree = SA)</p>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<p>1. I generally find it stimulating to spend as evening talking with people from another culture.</p>	<input type="checkbox"/>				
<p>2. I feel an obligation to speak out when I see our government doing something I consider wrong internationally.</p>	<input type="checkbox"/>				

<p>3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries.</p>	☐	☐	☐	☐	☐
<p>4. Really, there is nothing I can do about the problems of the world.</p>	☐	☐	☐	☐	☐
<p>5. The needs of the United States must continue to be our highest priority in negotiating with other countries.</p>	☐	☐	☐	☐	☐
<p>6. I often think about the kind of world we are creating for future generations.</p>	☐	☐	☐	☐	☐
<p>7. When I hear that thousands of people are starving in an African country, I feel very frustrated.</p>	☐	☐	☐	☐	☐
<p>8. Americans can learn something of value from all different cultures.</p>	☐	☐	☐	☐	☐

<p>9. Generally, an individual's actions are too small to have a significant effect on the global ecosystem.</p>	<input type="checkbox"/>				
<p>10. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment.</p>	<input type="checkbox"/>				
<p>Please circle the appropriate response to indicate your level of agreement with each of the following statements. Please note that there are not "correct" or "wrong" answers. (Strongly Disagree = SA, Disagree = D, Neutral = N, Agree = A, Strongly Agree = SA)</p>	<p>Strongly Disagree</p>	<p>Disagree</p>	<p>Neutral</p>	<p>Agree</p>	<p>Strongly Agree</p>

<p>11. I think of myself, not only as a citizen of my county but also as a citizen of the world.</p>	<input type="checkbox"/>				
<p>12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.</p>	<input type="checkbox"/>				
<p>13. I enjoy trying to understand people's behavior in the context of their culture.</p>	<input type="checkbox"/>				
<p>14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States.</p>	<input type="checkbox"/>				
<p>15. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.</p>	<input type="checkbox"/>				

16. American values are probably the best.	<input type="checkbox"/>				
17. In the long run, America will probably benefit from the fact that the world is becoming more interconnected.	<input type="checkbox"/>				
18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.	<input type="checkbox"/>				
19. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.	<input type="checkbox"/>				
20. I think my behavior can impact people in other countries.	<input type="checkbox"/>				

<p>Please circle the appropriate response to indicate your level of agreement with each of the following statements. Please note that there are not "correct" or "wrong" answers. (Strongly Disagree = SA, Disagree = D, Neutral = N, Agree = A, Strongly Agree = SA)</p>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<p>21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.</p>	<input type="checkbox"/>				
<p>22. I feel a strong kinship with the worldwide human family.</p>	<input type="checkbox"/>				
<p>23. I feel very concerned about the lives of people who live in politically repressive regimes.</p>	<input type="checkbox"/>				

<p>24. It is important that we educate people to understand the impact that current policies might have on future generations.</p>	<input type="checkbox"/>				
<p>25. It is not really important to me to consider myself as a member of the global community.</p>	<input type="checkbox"/>				
<p>26. I sometimes try to imagine how a person who is always hungry must feel.</p>	<input type="checkbox"/>				
<p>27. I have very little in common with people in underdeveloped nations.</p>	<input type="checkbox"/>				
<p>28. I am able to affect what happens on a global level by what I do in my own community.</p>	<input type="checkbox"/>				
<p>29. I sometimes feel irritated with people from other countries because they don't understand how we do things here.</p>	<input type="checkbox"/>				

30. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.	<input type="checkbox"/>				
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Part II Demographics and Other Information

31. Which of the followings best describes your major job responsibility?

- Administration
- Agriculture
- Community Development
- Family and Consumer Science
- 4-H and Youth Development
- Natural Resources

32. Which of the followings best describes your current position?

- Assistant Agent
- Associate Agent
- Agent
- County Director

33. Were you born inside the United States?

- Yes
- No

34. Can you speak another language besides English?

- Yes
- No

35. Please tell about your combined experience outside the U.S. and Canada. Check the one that best applies to you:

- I have not traveled outside of the United States or Canada.
- I have traveled/lived outside of the U.S or Canada for less than one week
- I have traveled/lived outside of the U.S or Canada for one to two weeks.
- I have traveled/lived outside of the U.S or Canada for three weeks to one month.
- I have traveled/lived outside of the U.S. or Canada for two to four months.
- I have traveled/lived outside of the U.S. or Canada for five to seven months.
- I have traveled/lived outside of the U.S. or Canada for eight months to one year.
- I have traveled/lived outside of the U.S. or Canada for more than one year.

If you have not traveled outside of the US or Canada please skip to question 53.

36. If you have traveled out side of the US or Canada, where did you stay? (Please check all that applicable to you.)

- I stayed in a hotel
- I stayed in the home of a local resident.
- I stayed in a college or university.
- I lived in a house or apartment.
- Other place (Please specify)

37. Have you participated in an international professional development program through Cooperative Extension?
(Examples: Polish American Extension Project, Agriculture in the World or Extension in the World)

- Yes
- No

If you answered yes to question 37 please answer questions 38-47. If you answered no to question 37 please skip to question 48.

38. Name of the program or programs:

39. Length of stay

40. How helpful was your international experience for you to grow personally?

- Not Helpful
- Mildly Helpful
- Somewhat Helpful
- Helpful
- Very Helpful

41. How did you benefit personally from participating in an international professional development program or experience?

42. How helpful was your international experience for you to grow professionally?

- Not Helpful
- Mildly Helpful
- Somewhat Helpful
- Helpful
- Very Helpful

43. How did you benefit professionally from participating in an international professional development program or experience?

44. To what extent did you use your international experience in your extension job?

- Did not use at all
- Used to a little extent
- Used to some extent
- Used to a great extent

45. How did you use your international experience in your extension job?

46. How do you feel about the level of support you received from the Extension Administration in gaining your international experience?

47. What are the barriers you encountered in participating in an international program?

48. Have you participated in an international professional development program sponsored by another group (Other than Cooperative Extension, Examples: Rotary Group Study Exchange or Farmer to Farmer Program)

- Yes
- No

49. Have you participated in a study abroad or Peace Core Volunteer Service?

- Yes
- No

50. Have you participated in an international missionary work?

- Yes
- No

51. Did any of your international experience change your world views?

Yes

No

52. If you answered yes to question 51, how significant was your international experience?

Not Significant

Mildly Significant

Somewhat Significant

Significant

Very Significant

53. Your gender

Male

Female

54. Your age category:

20-29

30-39

40-49

50-59

60-69

Over 69

55. Your highest level of education:

Bachelors

Masters

Doctor

56. How do you describe yourself?

- African American
- American Indian/Alaskan
- Asian
- Hispanic/Latino
- White
- Native Hawaiian/Pacific Islander
- Other

Thank you for completing this survey.

Appendix B

Authorization to use Hett Dissertation



University of San Diego

School of Leadership and Education Sciences

28 September 1993

MEMORANDUM

For: Dr. Mary Scherr

From: Dallas Boggs

Subject: Doctoral Dissertation of Dr. E. Jane Hett

It is my pleasure to authorize you to share any or all portions of subject dissertation for educational and/or research purposes, as you deem appropriate.


Dallas B. Boggs

September 30, 1993

The above authorization is signed by Dallas Boggs, the husband of E. Jane Hett, who is now deceased.


Mary Woods Scherr, Ph.D.
Dissertation Director

Appendix C

Institutional Review Board Exemption

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

**Office of Research
and Graduate Studies**

NC STATE UNIVERSITY

Sponsored Programs and
Regulatory Compliance
Campus Box 7514
1 Leazar Hall
Raleigh, NC 27695-7514

919.515.7200
919.515.7721 (fax)

From: Debra A. Paxton, Regulatory Compliance Administrator
North Carolina State University
Institutional Review Board

Date: July 30, 2007

Project Title: The Relationship Between International Experience and Global Mindedness in Field Faculty of the North Carolina Cooperative Extension Service

IRB#: 289-07-7

Dear Mr. Smith:

The research proposal named above has received administrative review and has been approved as exempt from the policy as outlined in the Code of Federal Regulations (Exemption: 46.101.b.2). *Provided that the only participation of the subjects is as described in the proposal narrative, this project is exempt from further review.*

NOTE:

1. This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations. For NCSU projects, the Assurance Number is: FWA00003429.
2. Review *de novo* of this proposal is necessary if any significant alterations/additions are made.

Please provide a copy of this letter to your faculty sponsor. Thank you.

Sincerely,

Debra Paxton
NCSU IRB

Appendix D

Extension Council Approval

Dan,

The Extension Executive Council approved your request to send your thesis survey to our agents yesterday.

Joe

--

Joe Zublena, Ph. D
Associate Director and Director of County Operations
North Carolina Cooperative Extension Service
NC State University
Campus Box 7602
Raleigh NC 27695-7602
919-515-2813 (voice) / 919-515-3135 (fax)

Appendix E

Email to Survey Participants

To: Extension Agents and County Directors

From: Dan Smith, County Extension Director, McDowell County, N.C.

Subject: Graduate Project Survey

Hello, My name is Dan Smith and I am County Extension Director in McDowell County North Carolina. I am currently working on a Doctorate of Education in the Department of Agricultural and Extension Education at NC State. The research project that I am working on seeks to determine the level of international experience and the effects of this experience on Extension Agents in North Carolina. To complete this research project I need your help. This email is to request that you participate in this study by filling out a survey. You can access the survey at:

<http://ceres.cals.ncsu.edu/surveybuilder/Form.cfm?TestID=4112>

Completing the survey should take approximately 15 minutes.

Your responses to this survey will remain anonymous and will be kept strictly confidential. When you submit the survey your answers will go into a data base and will not be associated with your name or email address. Only group data will be reported and no individuals will be identified.

At the end of the survey you will be asked to send an email to me. The only purpose of this email is to determine who has completed the survey. If you complete the survey and send the email your name will be entered into a drawing for a \$50 gift certificate to a store of the winner's choice. Other than this drawing, no other compensation or benefits will be provided to the participants.

Participation in this study is voluntary. By completing and submitting the survey, your informed consent will be implied. You may choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this research study will involve no penalty. This survey has been approved by both the Extension Council and by the NCSU Institutional Review Board.

THANK YOU for your participation in this research project. I hope to have a response from every agent and CED in the state. This study will help to determine the level of international experience of field faculty in North Carolina and the effect that international experience has on us. If you have any questions please contact me by email or by phone at 828-652-8104.

Again, you may access the survey at:

<http://ceres.cals.ncsu.edu/surveybuilder/Form.cfm?TestID=4112>

--

Daniel B. Smith, County Extension Director
North Carolina State University
College of Agriculture and Life Sciences
North Carolina Cooperative Extension, McDowell County Center
Email: Daniel_Smith@ncsu.edu
Phone: 828-652-8104 Fax: 828-652-8104