

ABSTRACT

EDWARDS, HARRIETT COLEMAN. North Carolina 4-H Youth Development Agents' Perceptions of Organizational Effectiveness in the Utilization of Volunteers, Particularly Episodic Volunteers. (Under the direction of J. CONRAD GLASS).

The purpose of this exploratory, descriptive-correlational study was to investigate North Carolina 4-H Youth Development agents' perceptions of the organization's effectiveness in involving episodic volunteers in 4-H Youth Development programs.

The study's independent variables were selected personal, professional and programmatic variables. The study's dependent variables were the four Action Principles derived from the Points of Light Foundation's Changing the Paradigm Report (Allen, 1992) as traits of highly effective volunteer organizations and Macduff's (1991) indicators of organizational readiness for episodic volunteers. The Action Principles are: (1) Lay the foundation through mission and vision; (2) Combine inspiring leadership with effective management; (3) Build understanding and collaboration; and (4) Learn, grow and change.

Data were collected utilizing a mailed, researcher-designed questionnaire. Section I collected data investigating respondents' perceptions of value and personal operational levels for the four Action Principles and readiness for episodic volunteers. Section II collected data regarding respondents' levels of agreement with the identified constructs. Sections III and IV collected respondents' programmatic, personal, and professional data.

The researcher analyzed data utilizing the Statistical Package for the Social Sciences (SPSS) version 10.0. Descriptive and correlational statistics were calculated to satisfy study objectives. Davis (1971) conventions were utilized to describe measures of association.

Study findings indicated no strong relationships between the selected personal and programmatic characteristics of North Carolina 4-H Youth Development agents, the four Action Principles, and readiness for episodic volunteers. Moderate positive relationships were identified between participation in volunteer management training and academic major, between personal participation as an episodic volunteer and the four Action Principles, and between personal participation as an episodic volunteer and readiness for involvement of episodic volunteers. Strong positive relationships were revealed between the four Action Principles and readiness for episodic volunteers.

The study revealed that while North Carolina 4-H Youth Development agents value the involvement of volunteers and acknowledge the important contributions they make in 4-H, organizational changes are needed to strengthen opportunities for episodic volunteers.

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**NORTH CAROLINA 4-H YOUTH DEVELOPMENT AGENTS'
PERCEPTIONS OF ORGANIZATIONAL EFFECTIVENESS
IN THE UTILIZATION OF VOLUNTEERS,
PARTICULARLY EPISODIC VOLUNTEERS**

by

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Dedicated to
Those who dreamed with me, believed in me,
and sustained me throughout this process

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CHAPTER 1

Introduction

From its legislative beginnings with the Smith-Lever Act of 1914, the Cooperative Extension Service has been charged with a responsibility to share among the people of the United States information of a useful and practical nature related to agriculture and home economics (Rasmussen, 1989). Cooperative Extension continues to be successful by adapting to change and creating programs that continue to meet the needs of citizens. The agency's unusual proficiency in the organization and structuring of learning experiences as well as the ability of staff members to link Cooperative Extension programs with the programs of other groups to enhance both groups have been contributing factors to the organization's continued success in an economy which is constantly shifting away from its agrarian roots (Miller, 1973).

Creation of the Cooperative Extension Service completed the land-grant college system that had been established by the Morrill Act of 1862 (Sanderson, 1988). Cooperative Extension became the outreach arm of the universities in fulfilling the legislative mandate to take knowledge to the people. In its original wording, the Smith-Lever Act required work in the areas of agriculture and home economics. In 1953, Congress adopted language changes in this Act to include the words "and subjects relating thereto" (p.29). Sanderson (1988) explained that this adjustment to the language gave legislative authorization for all Cooperative Extension activities including 4-H club work, education in matters of rural health and sanitation, and other similar topics. This is the legislative beginning of the 4-H youth development component of Cooperative Extension and the land-grant college system. It is conducted as a cooperative effort of the United States Department of Agriculture, state land-grant colleges and universities and county governments (Wessel & Wessel, 1982). Programs are planned and implemented by federal, state and county staff members with

assistance of adult and teen volunteers. The program's target audience for participation in 4-H programming is youth aged 5 to 19.

As the world has evolved, so has Cooperative Extension and 4-H youth development programming. In North Carolina alone, Cooperative Extension has grown from its original base of farmers, housewives and rural youth to include programs that encompass urban and rural families with a plethora of educational opportunities (Caldwell & Shore, 1998). Today's Extension programs include forestry (including Christmas tree specialists), land management, waste management, community resource development, family financial management, early childhood development, foods and nutrition, indoor air quality, and numerous other issues (Broer & Hauser, 1996). Youth programs include training for child care providers, after school and before school programs for youth, opportunities for at-risk youth, camping, workforce preparation, and many other events and activities for youth to gain life skills in addition to traditional 4-H club work with projects and presentations (Caldwell & Shore, 1998).

Even before there was Cooperative Extension, there were volunteers. America was established by volunteers who knew that survival in this new world would require cooperation with and assistance from others (Ellis & Noyes, 1990). These individuals were not members of a society or organization, but rather neighbors looking out for one another in a new and developing situation. These individuals continued to serve in various ways throughout history. Churches and benevolence societies formed. Men volunteered for service in the military and fought for their new country. Ladies formed guilds and auxiliaries to aid as situations arose requiring them to step forward. Opportunities to participate in learning societies helped individuals gain new skills and knowledge to share with others around them (Ferguson, 1964).

With the creation of Cooperative Extension, individuals were given opportunities to serve as lay leaders and to assist by volunteering portions of their farmland for teaching and

demonstration plots for research (Sanderson, 1988). These individuals also served in advisory capacities to aid in the programming process of local extension agents to insure that the needs of the local citizens were met. As Cooperative Extension developed additional programs, home economists became more active as participants in educational programs and in the creation of local auxiliaries or clubs. Service as volunteer leaders for corn and tomato clubs (precursors to 4-H club work) was seen as interesting and important work. Local Extension agents assisted in designing learning activities for use in club meetings with volunteer or lay leaders doing much of the actual work for local meetings (Ferguson, 1964). Much of the continued success of Cooperative Extension is seen in its ability to change to meet the needs of the citizens and in the involvement of hundreds of volunteers at various levels throughout the organization (Miller, 1973).

As a means of recognizing nationally the value of volunteers in America, the Points of Light organization was created in 1990 (Points of Light Foundation, 1998). This organization's mission is to engage more people more effectively in volunteer community service to help solve serious social problems. In 1991, the "Changing the Paradigm" project was created to respond to the recommendations of the Points of Light Foundation Board of Directors that there should be research to understand not only the individuals who are volunteering and the kinds of work being conducted, but also the perceived barriers to service (Allen, 1992). To conduct the study, more than 400 individuals involved in 20 human service organizations in five different communities were interviewed. All of the organizations participating in this study were nonprofit organizations that depended on volunteers for service delivery. Among those interviewed were board members, executive directors, senior managers, mid-level managers, volunteer coordinators, helping professionals or subject matter experts and volunteers serving in policy-making, advisory, direct-service, fund-raising, advocacy, program management and support roles.

This initial phase of the research identified 11 characteristics of high effectiveness that are consistently present in organizations utilizing volunteers (Allen, 1992). In further review, the 11 characteristics were grouped into four action principles based on relationships among the characteristics (Allen, 1995). These action principles and characteristics are:

Action Principle 1: Lay the foundation through mission and vision.

- 1) The mission and priorities of the organization are framed in terms of the problem or issue the organization is addressing, not its short-range institutional concerns.
- 2) There is a positive vision – clearly articulated, widely shared and openly discussed throughout the organization - of the role of volunteers.
- 3) Volunteers are seen as valuable human resources that can directly contribute to achievement of the organization's mission, not primarily as a means to obtaining financial or other material resources.

Action Principle 2: Combine inspiring leadership with effective management.

- 4) Leaders at all levels – policy-making, executive and middle management – work in concert to encourage and facilitate high impact volunteer involvement.
- 5) There is a clear focal point of leadership for volunteering but the volunteer management function is well-integrated at all levels and in all parts of the organization.
- 6) Potential barriers to volunteer involvement – liability, confidentiality, location of the organization, hours of operation, etc. – are identified and are dealt with forthrightly.

Action Principle 3: Build understanding and collaboration.

- 7) Paid staff is respected and empowered to fully participate in planning, decision-making and management related to volunteer involvement.
- 8) There is a conscious, active effort to reduce the boundaries and increase the teamwork between paid and volunteer staff.

- 9) Success breeds success as stories of the contributions of volunteers – both historically and currently - are shared among both paid and volunteer staff.

Action Principle 4: Learn, grow and change.

- 10) There is an openness to the possibility for change, an eagerness to improve performance and conscious, organized efforts to learn from and about volunteers' experiences in the organization.

- 11) There is recognition of the value of involving, as volunteers, people from all segments of the community, including those the organization seeks to serve. (pp. 3-4)

As a result of identifying these characteristics of high effectiveness, the researchers created a model of effective volunteering within organizations (Figure 1). This model provides a means of diagramming the relationship between volunteering and those organization and community systems that are components of the volunteer environment.

In the model, the environment, including the community within which both the organization and its volunteers operate, includes public expectations regarding volunteering and changing demographics as factors. These are indicative of understanding trends in volunteerism, as well as in society in general, in assessing organizational effectiveness in the utilization of volunteers.

Of specific interest for this research is the trend toward episodic or short-term volunteering. Safrit and Merrill (2000) identified several trends in their study of management implications of trends in voluntarism, including episodic volunteering, workplace changes, new forms of voluntarism and increasing technology availability. Ellis (2000), in a recent keynote address, pointed out that we live in “a culture that no longer commits. We don't stay in marriages for 25 years, we don't stay in jobs for 25 years, why should we assume that people want unending volunteer assignments?” She referred to the concept of a “disposable

society” in which individuals make choices and move on to the next concept with short timeframes given to any single item or activity.

Episodic volunteering, according to Macduff (1991), is volunteer opportunities or jobs that allow for short durations of service, usually three to four months or less. These may be one time jobs or projects, or they may be recurring or sequential jobs. These opportunities may include annual events for which additional volunteers are called in or special projects such as newsletter mailing days. In 1980, Scheier described occasional volunteers in the same manner, indicating that these individuals were as important as the “regular or continuous” volunteers (p.16).

Statement of the Problem

Realizing that a model exists to describe the characteristics of high effectiveness in organizations dealing with volunteers and understanding the uniqueness of Cooperative Extension and its 4-H youth development program, there is an opportunity to better understand 4-H agents’ perceptions of the utilization of volunteers based on the material developed through the Points of Light Foundation’s Changing the Paradigm project (Figure 1.1). There currently exists virtually no information regarding the utilization or effectiveness of episodic volunteers in organizations, particularly those organizations with strong traditions of continuous volunteering.

In addition, there exists a perception within Cooperative Extension among paid staff members that the organization is sometimes sluggish in adapting to trends or reacting to issues (Broer & Hauser, 1996). Although the trend toward episodic volunteering has been noted for more than 20 years in the literature, it appears that little has been done within Cooperative Extension to accommodate the trend. By analyzing agents’ perceptions of the effectiveness of the 4-H volunteer program and including a component to consider the utilization of episodic volunteers, training and materials can be developed to increase the

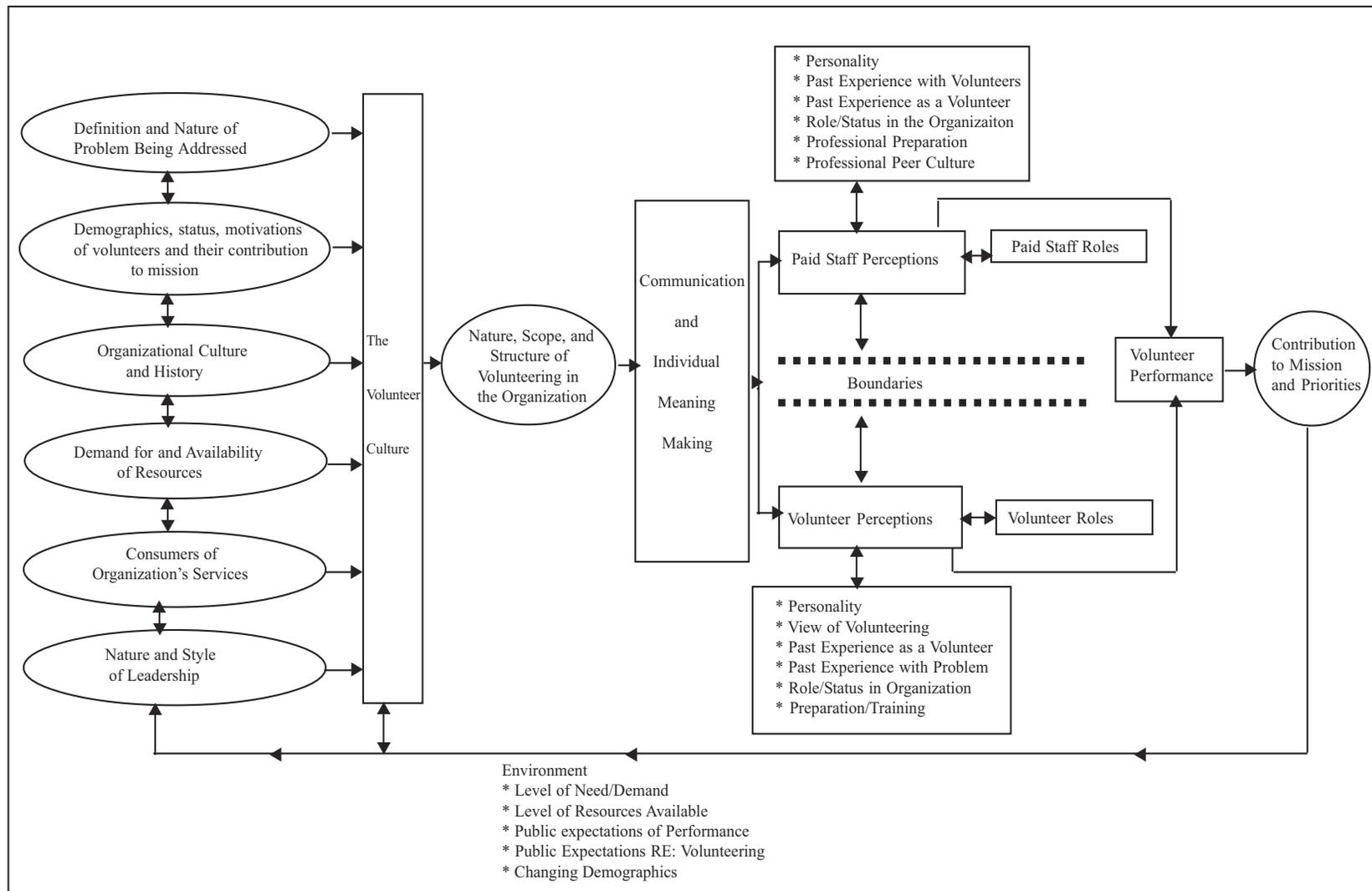


Figure 1.01 A Model of Volunteering Within Organizations (Points of Light Foundation, 1992): Provides a way to diagram the relationship between volunteering and organizational and community systems.

effectiveness of the organization to utilize the talents and skills brought to the organization by all volunteers.

Finally, the researcher has been able to identify no current research available to assist in the development of episodic volunteer programs. Though episodic volunteering appears in trend identification studies consistently, neither Cooperative Extension nor any other volunteer utilizing organization has conducted in-depth valid and reliable research to understand the implications of effectively utilizing episodic volunteers in human service or other nonprofit organizations.

Purpose and Objectives of the Study

The purpose of this study was to explore the perceptions of 4-H Extension agents regarding the organization's effectiveness in utilizing volunteers as defined in the Points of Light Foundation's Changing the Paradigm project, particularly in the utilization of episodic volunteers. The question to be addressed in this study is, "What are the perceptions of North Carolina 4-H Youth Development agents regarding the utilization of volunteers, and particularly episodic volunteers, in the delivery of 4-H programming?"

Specific research objectives included to:

1. Describe selected demographic characteristics of North Carolina 4-H Youth Development agents.
2. Describe selected professional characteristics of North Carolina 4-H Youth Development agents.
3. Describe selected county 4-H youth development program characteristics.
4. Describe selected county 4-H volunteer program characteristics.
5. Describe perceptions of North Carolina 4-H youth development agents regarding organizational effectiveness in utilizing volunteers.

6. Describe perceptions of North Carolina 4-H youth development agents regarding organizational effectiveness in utilizing episodic volunteers.
7. Investigate possible relationships between agents' personal and professional characteristics and agents' perceptions of organizational effectiveness in utilizing volunteers.
8. Investigate possible relationships between county program characteristics, including volunteer program characteristics, and agents' perceptions of organizational effectiveness in utilizing volunteers.
9. Investigate possible relationships between agents' perceptions of organizational effectiveness in utilizing volunteers and agents' perceptions of organizational readiness for episodic volunteers.

Significance of the Study

For more than 80 years, the North Carolina Cooperative Extension Service has provided research-based information to the citizens of the state in a fundamentally educational role in improving the lives of North Carolinians. This strong grassroots base has created an organization with important influence and tradition across the state among the youth and adults participating in the various programs available. With the current issues of large production agriculture vs. the small family farm, Extension is struggling nationwide to redefine itself and its clientele (Broer & Hauser, 1996). Part of this struggle includes making new programs and opportunities available to individuals in communities not historically served by the agency. The focus is shifting away from providing information and assistance solely to farm families and toward providing outreach from the land-grant university to all citizens by increasing the variety and availability of events, activities and programs.

With 4-H Extension agents housed in every county and on the Qualla Boundary, the importance of their perceptions in creating and implementing strong volunteer-driven

programming across the state cannot be underestimated. The traditional culture of the Extension Service is in a state of constant change to ensure the client needs are met utilizing the network of volunteers participating in every county. By better understanding agents' perceptions of the organization's overall effectiveness in utilizing volunteers in programming and by specifically examining the contemporary trend toward episodic volunteering in relationship to the organization's effectiveness in volunteer utilization, the state and district level staff who are in positions to provide technical assistance and resources can better provide the information and materials needed to foster success in meeting this ongoing trend in volunteer participation.

Furthermore, in an era of restricted budgets and continuing loss of resources for hiring program assistants and technicians to assist in program delivery, it becomes increasingly important to ensure that agents are positioned to be successful in utilizing volunteers in a variety of positions to increase program outreach and delivery. By gauging agents' perceptions of organizational effectiveness in volunteer utilization, the organization is positioned to consider needed shifts in organizational culture or to identify opportunities to reinforce positive perceptions for greater volunteer participation and increased agent satisfaction in volunteer administration.

Also, though the study was limited in its scope, it is one of very few research projects targeting the trend in episodic volunteerism for review. It should provide critical groundwork and insights for further study in the area of volunteer trends and their impact on nonprofit organizations utilizing volunteers.

Limitations of the Research

1. Only North Carolina Cooperative Extension 4-H Youth Development agents were included in the study. Results, then, may only be applied to this population and

may not be generalized beyond to include other Extension programs or community organizations that utilize volunteers.

2. The research questionnaire was self-reporting; therefore, no verification of responses was possible.
3. The researcher was measuring perceptions of agents using attitudinal scales; therefore, no formal performance evaluation was conducted.

Basic Assumptions

1. Perceptions of the respondents are good indicators of the concepts being measured.
2. Respondents will answered the questions honestly and truthfully.

Definition of Terms

Episodic Volunteer – an individual who provides volunteer service that is either short in duration (less than four months) or that occurs at regular intervals for short periods of time (recurring, sequential or informal volunteering) (Macduff, 1991).

North Carolina 4-H Youth Development Agent – a paid staff member of the North Carolina Cooperative Extension Service who is charged with leadership of the county's 4-H youth development program. This appointment may be federal, state, county or some combination of the three.

Organizational Effectiveness – to meet organizational objectives and societal expectations in the near future, to adapt and develop in the intermediate future and to survive in the distant future (Kreitner, 1998).

Perception – the process by which individuals select, organize, and give meaning to the world around them; it is influenced by environmental factors such as one's reference group, one's role, interaction with others, and one's cultural background (Megginson, Mosley & Pietri, 1983, p.598).

Volunteer – adults or teens in leadership capacities contributing time to the promotion, organization, assistance or leadership of an organization without receiving payment for services rendered (USDA, 1990).

CHAPTER 2

Review of Literature

To better understand the research problem, the researcher identified four concepts for which to review the literature. These included: volunteers and volunteerism, 4-H volunteers, episodic volunteering, and organizational culture and effectiveness.

Volunteers and Volunteerism

Nothing but what you volunteer has the essence of life, the springs of pleasure in it. These are the things you do because you want to do them, the things your spirit has chosen for its satisfaction . . . The more you are stimulated to such action the more clearly does it appear to you that you are a sovereign spirit, put into the world, not to wear a harness, but to work eagerly without it.

Woodrow Wilson (Murray, 1993)

Volunteer was defined by Safrit, King and Burcsu (1994) as the contribution of time, energies or talents to an organization, group or individual (other than a family member) for which an individual is not paid. Scheier (1980) defined volunteering as having four specific characteristics: the activity is relatively uncoerced; it is intended to help; it is done without primary consideration of financial gain; and it is work, not play. Other authors have defined volunteers as those who give of their time freely, without coercion and for no financial reward (Safrit & Merrill, 1995). Ellis and Noyes (1990) defined volunteerism as choosing to act to fulfill a need with an attitude of social responsibility and without concern for monetary reward, generally going beyond one's basic obligations. MacLeod and Hogarth (1999) defined a volunteer as, "one who offers a service or duty of his or her own free will without compulsion; it is intentional and, in most interpretations, unpaid" (p.2). Pidgeon (1998) stated that volunteering means giving personal time freely to assist others. He indicated that it is an act of good will for the betterment of the community.

The Cooperative Extension Service considers volunteers as adults or teens in leadership capacities who contribute time to the promotion, organization, assistance or leadership of an organization without receiving payment for services rendered (USDA, 1990). Sanderson (1988) defined Cooperative Extension volunteers as unpaid lay workers or professionals who support the mission of Extension by taking on educational roles under the supervision of Extension staff.

Though receiving no monetary compensation is included in most identified descriptions of volunteering, Brudney (1990) pointed out that volunteers may receive some remuneration or reimbursement for out-of-pocket expenses. The key indicator is that the work is not done primarily in consideration of receiving payment for the services provided. Further, Brudney suggested that volunteers should not be viewed as “free labor” as there is a cost in managing the volunteer program in any agency. He described programmatic costs that include, among other things, marketing for recruitment, screening, orientation and training of volunteers, record keeping, scheduling, evaluation and recognition.

Swanson (1999) observed that there are at least two categories of volunteer service. There are formal volunteer opportunities in which the services provided address identified social needs as defined by an organization, with work performed in a coordinated way. Examples of formal volunteer programs include the American Red Cross, United Way Agencies, Area Councils on Aging Meals on Wheels programs and many others in which there is a specific task assigned and coordinated by a leader, either paid or unpaid (Pidgeon, 1998). There are also opportunities for informal or spontaneous volunteering. This is service that is typically a response to a personally perceived social need. This service is provided freely with no organizational constraints. Examples of informal volunteering include picking up trash on a vacant lot, assisting an elderly neighbor with yard cleaning tasks or stopping to assist a stranded motorist.

A Historical Perspective of Volunteerism

Our American tradition of neighbor helping neighbor has always been one of our greatest strengths and most noble traditions . . . The spirit of voluntarism is deeply ingrained in us as a nation . . . The American people understand that there are no substitutes for gifts of service from the heart.

Ronald Reagan (Murray, 1993)

The concept of volunteering is one that is common to most everyone in modern society (Safrit & Merrill, 1995). Participation in volunteer activities is indeed the cornerstone upon which this country was built (Ellis & Noyes, 1990). America was chartered by volunteers and volunteers have played major roles in the country's successes throughout history. From volunteer armies to benevolence societies and church charities, volunteerism has always been a way of life in North Carolina. In this state, one of the final 13 colonies to be settled, with no major port on a long coastline and rivers flowing southeast for transport of goods into other colonies, North Carolina was long viewed as the Rip Van Winkle of the nation (Johnson, 1967). In those days of scattered settlements and poor economic conditions, people depended on one another for survival.

Though colonists lacked organized charity efforts other than churches, there were accepted practices to care for those in need (Ellis & Noyes, 1990). As colonists settled into new homes, private citizens assisted in the provision of education, communications (via local newspapers and magazines or gazettes), safety (as participants in night patrols), and military participation as the time of the Revolutionary War drew near.

After the Revolutionary War, there was a burst of economic and reform activity through which churches became even more powerful. From about 1810, almost every rural area had at least one church for which men and women volunteered. Now, more than 200 years later, religious organizations are still among the state's largest voluntary organizations (Johnson, 1967).

In the early 19th century, numerous voluntary societies for adult education were developed (Stubblefield & Keane, 1989). Many topics were included in these adult education

programs ranging from utilitarian skills to general exploration of more controversial social and economic issues. Organizations such as the National American Woman Suffrage Association, the Woman's Christian Temperance Union, the Knights of Labor and the National Grange of the Patrons of Husbandry formed. The Farmer's Alliance, that later led to the formation of the populist political party, was also developed by volunteers who mobilized resources and acquired a vision to take action. It was during this time that the nation's citizens, through increased community and political involvement, prepared to go to war (Ellis & Noyes, 1990). Major issues of the time were slavery, temperance, women's rights, and abolition. Cities were growing, unemployment was rising, and volunteers were called on to aid with medical services and fundraising. It was volunteers who comprised the armies of both sides of the Civil War. Men were expected to fulfill a responsibility to their nation by taking up arms while women filled other volunteer service roles at home.

From the period of the Civil War and through the turn of the century, volunteer efforts helped to rebuild the South. Missionaries, teachers and preachers came into the South while union activism increased. Volunteers became even more active in social causes. The American Red Cross was organized and chartered. In 1862, passage of the Morrill Act created the land-grant university system while the Second Morrill Act of 1890 created additional agricultural and mechanical colleges for Negroes in the South (Kelsey, 1955; Clark, 1984).

In the early 1900s, American society changed more quickly than ever (Ellis and Noyes, 1990). The nation had established itself as a leading industrial power that created increased domestic and international responsibility. Citizens became more politically involved as advocates for direct participation in government, education, conservation, and other such issues. This was also the time when large-scale philanthropy was introduced, with the creation of such programs as the Big Brothers Association, the Big Sisters program, and the National Association for the Advancement of Colored People (NAACP). There was

continued expansion of womens' issues and an increase in health-related activities that involved volunteers. As the country entered the Depression Era, volunteers were called on to go beyond traditional charity efforts to assist with such activities as soup kitchens and neighborhood self-help groups.

Just as the nation began to recuperate fully from the Depression, it was again time to prepare a nation for war as World War II began. Once again, men volunteered for military service while women took on the role of support through volunteer activities. Americans once again rose to the challenge of service (Ellis & Noyes, 1990).

Following the war and into the 1960s, the nation went through a time of unrest and upheaval as citizens became more politically active around several social issues. Anti-war, anti-nuclear, anti-racism and other such movements were organized and led by volunteers. International involvement in volunteerism also became more prevalent through the development of the Peace Corps. Some of the unrest of the 1960s carried over into the early 1970s as citizens witnessed just how powerful volunteers could be in affecting societal change. Throughout the 1980s, volunteers worked together to initiate political, environmental and community change. The most recent decade saw volunteers involved for some of the same societal impact motivations, but individuals also began to see volunteer work as a means to increase workplace skills and to network for future job opportunities.

Current Status and Future Trends

All of the trends that surround us as a nation have an impact on the work of directing volunteer efforts. As the rapid pace of change escalates in the wider world, we find ourselves having to adapt to the impact of those changes on our daily work and the roles we play in leading volunteer energies.

Vineyard (1993)

“Currently, volunteering is one of the most commonplace activities in American society,” stated McCurley and Lynch (1996, p.1). In fact, data from the 1999 Independent Sector national survey indicate that 56% of adults over age 18 volunteered a total of 19.9

billion hours (Independent Sector, 1999). The survey estimates that 109 million people participated in volunteer activities in 1998, which equates to more than 9 million full-time employees at a value of \$225 billion.

According to the survey results, 62 percent of women volunteered while 49 percent of men participated in volunteer activities. Of those who volunteered, 90 percent indicated they had been directly asked. Among those aged 75 and over, 43 percent reported volunteering in 1998. The data showed an increase in volunteering among the Hispanic populations (46 percent in 1998 up from 40 percent in 1995) and among African-Americans (47 percent in 1998 up from 35 percent in 1995).

The data also revealed that 41 percent of those who volunteered contributed time sporadically and considered it a one-time activity. Nine percent reported only volunteering at holidays and special times of the year. In addition, volunteers continued to make larger financial contributions, on average, than those who do not volunteer.

In considering volunteers and volunteerism and having reviewed the history of the concept of volunteering in America, it is obvious that change is a constant in the field. As Susan Ellis (1999) stated, "If the whole world is changing, how can volunteerism stay the same?" Ellis pointed out several trends she identified including increased international attention to the concept of volunteering, use of computer technology in recruiting and utilizing volunteers, adoption of community service requirements for graduation from high schools and colleges, and increases in scholarship and recognition programs for youth involved in volunteer activities. In addition, Ellis indicated that the changing nature of the family, and the aging of the baby boomers warrant consideration in analyzing the futures of volunteer programs.

Safrit and Merrill (2000) identified several key points of interest in their study of management implications of trends in volunteerism. Their list included increasing rates of volunteer burnout, increased competition among organizations for a decreasing number of

volunteers, a greater emphasis by volunteers on the human touch, workplace changes, episodic volunteering, new forms of volunteerism, increases in liability issues and risk management concerns, and increasing technology broadening the opportunities available for volunteers.

The Texas Commission on Volunteerism (1998) published its research on trends and groups to consider in designing volunteer service opportunities. In their study, trends identified included an increasing interest in short-term or episodic volunteering opportunities and family volunteering opportunities, greater utilization of college volunteers and interns, virtual volunteering (technology based assignments for which volunteers may never have to leave home) and increased involvement by volunteers with disabilities.

McCurley and Lynch (1996) examined several new “types “ of volunteers that may create the need for adjustment in the management of volunteer programs. These trends in types of volunteers included workplace volunteers, retiree volunteers, alternative sentencing volunteers, professional volunteers, episodic volunteers, transitional volunteers, unemployed volunteers, and stipended volunteers. These trends, they indicated, necessitate adjustments in the job design and recruitment techniques utilized by organizations. The authors also pointed out that there will be a need for marketing internally in the organization these new individuals for acceptance by the long-term or more traditional volunteers to blend the new types of volunteers into existing programs.

Glasrud (1999) shared several Twenty-First Century trends in the volunteer workplace, beginning with the idea that many of the new volunteers will not be interested in jobs that previous generations were happy doing, requiring an update of position descriptions. Further, he indicated that volunteers will begin to look for more individualized involvement, almost requiring individual work plans rather than standard position descriptions. Glasrud also acknowledged that current society has a short attention span and so is seeking increasingly shorter-term volunteering commitments (he called them noncommitments) so

they can participate more casually in a larger variety of activities without long term time obligations to a single agency. He also argued that individuals are more often getting caught up in “hot” topics and so will volunteer with something that is a “burning issue of the month.” Finally, he indicated that competition for grants, for other funding and for volunteers will also increase among all nonprofits.

In addition to the increases in competition for resources, Brinkerhoff (2001) identified several other trends and issues for nonprofits in the next decade. These include no increases in federal and state spending above inflation, baby boomers reaching retirement age, and an increase in demand for all kinds of services. He explained that volunteers will be looking for quality ways to use their time and that use of technology will accelerate. Organizations will be held to a higher level of accountability and new populations will need to be integrated into both service delivery methods and programs; thus, he stressed, cultural competence will be critical to success in nonprofits of the future.

In their Fall 1997 issue, Delta Tau Delta published trends that their organization believed most profoundly affected volunteerism. They indicated that a greater awareness of and concern about legal liability and the desire to avoid risk becomes critical in decision making related to volunteer involvement in organizations. They also theorized that the increase in schools and colleges requiring service learning projects of students is resulting in a surprising trend of introducing males to direct service work in fields often thought of as female service roles. A trend toward calling volunteerism by other names such as community service, service learning and civic involvement is also identified in the article. Cyberspace and technology were also identified as factors impacting organizations and their volunteers. Inter-agency collaborations and widespread budget cutting are pointed to as factors to which the volunteer community will have to respond to continue to thrive. Finally, they indicated that the changes in family structure are creating a need to recreate volunteer opportunities to

respect the varied lifestyles of today's families and to better respect the limited time volunteers have to contribute.

Culp (2001), through surveys of more than 700 volunteer administrators in 49 states, collected data related to their perceptions of trends in volunteer management. The trends identified include increasing technology and virtual volunteering, corporate volunteerism, short-term or episodic volunteering, changing demographics of volunteers, volunteers seeking individualized plans for their work, societal changes in families, family volunteering opportunities, and utilization of position descriptions for work management.

“Interest in making a difference in the lives of others is increasing, but interest in organized volunteerism is decreasing,” according to Herman and Herman (2000, p.2). The authors indicated that people are more and more protective of their time, and since they are already so busy, they seek out volunteer commitments that involve short-term projects or activities. The authors observed that this provides an opportunity for individuals to be involved with a variety of organizations based on their personal and professional availability. They also pointed out that many individuals are more willing to give monetary contributions, donate clothing or furniture to the needy or provide food to charities to be able to help with a minimal investment of time.

Ellis, in a keynote address, proposed the idea that we live in “a culture that no longer commits. We don't stay in marriages for 25 years, we don't stay in jobs for 25 years, why then should we assume that people want unending volunteer assignments?” (2000). She referred to the concept of a disposable society in which individuals make choices and move on to the next concept with a short timeframe given to any single event or activity.

Based on the trends identified by these individuals and organizations, examining the issue of short-term or episodic volunteer opportunities is of interest.

Episodic Volunteering

Futurists and studies tell us that short-term volunteering is the wave of the future. . . .The organizations and programs that learn to diversify the way in which people can serve will flourish.

Macduff (1992)

Episodic volunteering, according to Macduff (1991), is volunteer opportunities or jobs that allow for short durations of service, usually three to four months or less. These jobs may be one time jobs at which the volunteer provides service only once for a very specific purpose, or these may be assignments which recur with specific volunteers returning year after year to assist with that single event. Further, she added that often there are informal episodic opportunities for volunteers within organizations. These might include “special case” volunteers who just drop in when they can to help out, “special people” who are often recruited to do a specific task within the organization for which they have specific skills or knowledge, or “special job” volunteers who are recruited to do a specific task such as preparing a newsletter for mailing.

The term episodic is defined in Webster’s New World Dictionary (1980, p.471) as: “1. having the nature of an episode; incidental. 2. divided into episodes, often not closely related or well integrated”. Sometimes episodic volunteers are referred to as “recurring volunteers” or “sequential volunteers” (Andrews, 2000). These are individuals who return for specific tasks or events for which there is a definitive beginning and ending time of involvement, but for whom there are no other real commitments to that specific organization. According to Andrews (2000) episodic volunteers are sometimes referred to as informal volunteers who might just drop by to help without being scheduled. They come and go as they please but are more than willing to help as their schedules permit. In addition, students conducting spring break or holiday break service projects are typically classified as episodic volunteers.

The United Way of St. Louis (1999) referred to episodic volunteering as “Millennium Style Volunteering,” indicating that it is the type of volunteer project “that fits in well with the busy lifestyles of those individuals who want to volunteer while balancing a career, family and an active social life” (para. 3). A 1987 study conducted by the National Volunteer Center and J.C. Penney Company asked those not volunteering why they were reluctant to do so. The response from 79 percent of those asked was that they would be more inclined to volunteer if the commitments were shorter in duration. It is increasingly important for organizations utilizing volunteers to seek ways to attract episodic volunteers if their programs are to continue to succeed. In fact, Safrit and Merrill (2000) indicated that episodic volunteering is no longer merely a trend, but rather a reality that volunteer administrators must confront.

Seita (1990) recognized that the individuals currently available for volunteer positions are accustomed to instant everything in a multiple option world. They seek, she said, the same instant options in volunteerism, indicating that they want attractive options to choose from and they want to enjoy the experience. For volunteer administrators, she summarized, this means that the assignments must be quick, easy to get into and out of, and as pleasant as possible.

Macduff (1995) also discussed the concept of “occasional volunteers,” who provide service at regular intervals for short periods of time. Usually, she indicated, an episodic volunteer is not around for more than a few months at a time. While traditional volunteer programs focus on opportunities for volunteers to “commit” to the organization and maintain a relationship for several years. With the trends identified and movement toward more family and group involvement in community service activities, there is an increasing demand for volunteer administrators to reconsider volunteer positions and identify ways to create more flexible opportunities for involvement.

Macduff (1995) also presented several ideas related to involving episodic volunteers in agencies. She indicated that long term or current staff may see little value in involving episodic volunteers. Continuous service volunteers may expect short-term volunteers to pay their dues and come through a system of participation in order to earn status in the organization. She challenged the myth that there has been little use of episodic volunteers in the past. They have always been around, she argued, but have not been recognized until recently. Another barrier may be the commitment to current volunteer positions as they have previously been designed. Making the adjustments to create episodic opportunities may feel inappropriate to some staff and continuous volunteer staff members.

Another barrier she identified was that of legal liability and risk management. Screening procedures, orientation and training requirements and other organizational policies and procedures may require greater time commitments than these short-term volunteers are willing to invest in the agency. Finally, she suggested that episodic volunteers may face rejection. The agency may be unwilling to invest in this less formally structured service arrangement.

Macduff (1995) acknowledged that these are all barriers that can be overcome with proper planning, management, and a commitment from the organization toward placement of episodic volunteers. It is in the development process that the organization must carefully consider the appropriateness of this type of volunteer opportunity.

In developing episodic volunteer programs, Macduff (1995) outlined six steps critical in the development process. These include first a needs assessment to ascertain the organization's needs and the needs of the clients and to decide if episodic volunteers really can provide the level of service required. Then, assuming the assessment is positive, a plan needs to be developed to establish the program, including an evaluation component for assessing the program. Next is the development of position descriptions. This may mean that the administrator can divide previous position descriptions to create shorter assignments

or less demanding tasks, or it may mean developing completely new position descriptions. Macduff stipulated that these descriptions should be as concise as possible to match the shorter length of the volunteer engagement. The fourth step is that of recruitment. This is the actual advertising of the positions and the process of contacting individuals and requesting their assistance with the service needed. She encourages the use of a volunteer recruitment committee to complete this step. The next step is that of screening, a critical component of volunteer management. This includes reviewing the written position description, completing an application and conducting an interview. She explained that this process is typically less involved than it might be for placement in longer-term assignments, but reiterates the criticality of maintaining the process for placement. The final step Macduff includes in creating a plan for episodic volunteer involvement is that of developing a recruiting team to take on the responsibility to interview and place individuals in these short-term positions. This requires that forms be developed and training conducted to insure that the process is handled appropriately.

Macduff (1991) also shared that it usually works best to start out small and develop the program over time, particularly in organizations that already have a strong tradition of continuous service volunteers. This gives the volunteers time to adjust to the new individuals moving in and out of the organization and also gives the volunteer administrator time to work out any complications to help the program grow effectively and safely.

A five-step assessment process was identified by Macduff (1991) to help organizations evaluate their readiness for implementing episodic volunteer programs. These considerations are:

- 1) What types of episodic volunteer positions currently exist in the organization (including both short-term and interval positions)? Are there position descriptions for each job? Are there training plans and identified supervisors for each position?

- 2) Will the “regular” volunteers accept short-term or interval volunteers as members of the team? Take into account both paid and volunteer staff attitudes toward including these episodic volunteers in the agency’s program.
- 3) Are there human and financial resources to implement an episodic volunteer program? Is the staff willing to assist in the support of the program? It will be important to educate others in the organization who might be skeptical about these new individuals and how they will fit into the organization.
- 4) Can the need for episodic volunteers in the organization be documented? Can support be found in the agency’s own statistics concerning volunteer recruitment and placement over recent years for increasing placements for episodic volunteers? Are other agencies in surrounding communities identifying the same kinds of statistics related to providing opportunities for episodic volunteers?
- 5) Is every partner in the equation prepared to support the development of a dual focused volunteer program? This means that opportunities will be offered to potential volunteers in one of two formats – either as an ongoing volunteer in continuous service to the organization or as an episodic volunteer serving for shorter terms on an irregular basis.

The author concluded that by assessing needs and volunteer participation, any organization can better decide whether or not episodic volunteer participation is appropriate for that specific agency or organization in its volunteer program. It is critical, Macduff (1991) stated, for the agency to be prepared with adapted or flexible orientation and training agendas for the episodic volunteers so that these individuals do not spend several hours of their limited commitment in training that may be considered irrelevant or unnecessary. There are no short cuts, she says, to providing a quality, effective opportunity to those who are attracted to short-term service opportunities.

Macduff (1992) added that futurists have long been indicating that episodic volunteering is a wave of the future. Further, she advised that some futurists predict that by the year 2010, more than 3,000 voluntary associations, organizations and programs will be lost. Her conclusion is that those that survive will be those that have learned to diversify to better meet the needs of volunteers and clients. Diversification, in this case, includes involving youth volunteers, accommodating volunteers with disabilities and reaching out to those interested in episodic volunteering opportunities.

4-H Volunteers

And where we saw progress, we saw leaders, especially local leaders, who had imagination, who were willing to cooperate with one another, and who had the ability to inspire young people. . . Every accomplishment of every club member reflected the work of many people. Voluntary leaders gladly gave their time.

Harrill (1967)

Though volunteers or leaders are involved in all subject matter areas in the North Carolina Cooperative Extension Service, no other area of program delivery depends so heavily on volunteers as 4-H youth development programs. Volunteers are at the heart of 4-H (Rasmussen, 1989). These adults provide the energy and community support to insure that 4-H events and activities are available to young people all across the state. This has been the case since the earliest 4-H clubs were established in North Carolina.

America's first 4-H clubs began in Ohio in 1902 when A. B. Graham started a corn club for boys in a local school (Clark, 1984). The roots of 4-H in North Carolina can actually be traced to the establishment of a corn club for boys in Ahoskie, North Carolina, in 1909. This club was established and managed by I.O. Schaub, the state's first corn club agent (Clark, 1984). In 1911, under the leadership of Jane McKimmon, the state's first canning clubs for girls were established. These are often referred to as tomato clubs. Clark indicated that it was in 1916 that McKimmon and Schaub realized the efficiencies of combining the boys and girls together into agricultural clubs based in their schools. They saw this as a way

to better insure that clubs were formed in every county. In 1922, L.R. Harrill was appointed as the first 4-H Extension agent hired to do 4-H club work full time. He later became the state's first state 4-H leader, overseeing county 4-H agents across the state.

The earliest Cooperative Extension volunteers were actually advisors who assisted with assessing local needs and who provided plots for demonstration work by early extension research staff. Home Demonstration Clubs had been developed to educate rural women as to the safe and efficient preservation of foods for their families. After the development of corn clubs for boys, the tomato or canning clubs were established for girls. From the beginning of these clubs for girls, Home Demonstration Club members were involved as leaders or supervisors for the clubs. Often their own daughters were club members and their active involvement insured that their children could participate.

In most local programs, no clubs were organized until leaders were identified and accepted by the parents of potential members (Brunner, 1949). Local agents trained these adults to conduct various programs for their club meetings. As clubs met in schools from the 1920s through the 1950s, local agents and teachers took on much of the leadership responsibilities. Then, in the late 1950s, there was a shift back toward more community-based, volunteer-driven club work that meant bringing clubs out of the public schools and back into the communities (Clark, 1984).

Currently in North Carolina, at least one professional youth development staff person is based in each county and on the Qualla Boundary to assume responsibility for 4-H youth development work in that county. In order to be effective, that individual must seek out assistance, and that assistance has traditionally come from volunteers (Rasmussen, 1989). Training and recognition programs are provided to assist in recruitment and retention of volunteers.

Four-H agents in North Carolina receive training in volunteer management systems to assist in the utilization of volunteers in their local programs. Standardized samples of

volunteer position descriptions are available for agents to localize and utilize in recruiting and training their volunteer staff members (Appendix A). Ellis (1996) advised that written position descriptions are critically important tools in recruitment and retention of volunteers in any organization. These descriptions include position titles, task descriptions, qualifications needed and length of commitment, as well as other relevant details. Other tools available to 4-H agents include training on various aspects of volunteer administration, access to subject matter specialists to assist with questions and concerns, and state and regional level training for their volunteers.

The latest data for North Carolina 4-H volunteers indicate that in 2001, more than 23,000 adults aged 18 and over served as volunteers through the local 4-H programs across the state. Many individuals who serve as 4-H volunteers were 4-H club members themselves, either in North Carolina or in another state (Clark, 1989).

Volunteers in the North Carolina 4-H program may serve in any of six categories of service (Clark, 1989). They may provide programs to 4-H youth directly, they may serve other volunteers as trainers or through other opportunities to provide support, or they may provide indirect services with technical support or support services for ongoing programs. Volunteers are sometimes advocates for young people in 4-H as they solicit funding and seek public support for legislation which impacts the program, they are sometimes asked to serve in administrative roles to carry out larger programs, and they can also serve on policy setting boards and councils to assist in planning and decision-making. Regardless of their assigned task, volunteers play an important role in the delivery of 4-H programming across the state, and that role has not diminished over time. As 4-H club work expands to meet the changing needs of today's youth, the need for adult involvement continues to expand as well.

Organizational Culture and Effectiveness

Organizational culture both comforts and controls its members. It comforts them by generating a familiar context for organizational life and offering membership to those who conform. At the same time, organizational culture controls members by constricting the range of behaviors and attitudes that are valued and rewarded. Culture is much like atmosphere: you can't grab a handful of it, even when it's all around you, but it is both real and pervasive.

Lipman-Blumen (1996)

In 1982, with the publication of *In Search of Excellence*, the business world's interest in the concept of organizational or corporate culture became aroused (Rothwell & Sredl, 1992). This publication discussed the linkage between corporate success and the shared values and beliefs of the organization's employees. Organizational culture is considered a key factor in human performance and organizational change. It is seen as a relatively enduring set of assumptions about the organization's ideas of what works, what matters and what goals are worth attaining.

These authors defined organizational cultures as the behavioral patterns, values, ceremonies and concepts that take place in the organization. It provides, they indicated, the employees a sense of what they should be doing and what behavior is consistent with organizational goals. Changing organizational culture, according to Rothwell and Sredl (1992), is difficult at best and is achieved in one of only three ways. Individuals can be forced to change under threat of punishment; people can be persuaded to change because it is in their best interest to do so; or management can furnish people with new ways to approach problems and address issues. They point out that quick fixes and slick sales slogans are not typically effective in changing culture. Factors to be considered when trying to make changes in organizational culture include socialization, group norms, work rules or codes of behavior among employees and leadership of the organization.

In considering organizational culture as an area of concern in organizational development work, Swanson (1996) listed 13 components to consider related to culture. The

factors he listed were organizational mission and goals, corporate management's leadership, department management leadership, supervisory effectiveness, working conditions, productivity and accountability, communication, interpersonal and interdepartmental relationships, job satisfaction, employee compensation, employee career development, training and development and training options. Assessing employee perceptions on these areas can provide a look into the health of the organization, according to the author.

Kreitner (1998) defined organizational culture as a "collection of shared beliefs, values, rituals, stories, myths and specialized language that fosters a feeling of community among organization members" (p.276). The author referred to organizational culture as the "social glue" that binds an organization's members together. Kreitner continued by pointing out symptoms of weakness in organizational cultures. These include an inward focus, morale problems, fragmentation or inconsistency, ingrown subcultures, warfare among subcultures and subculture elitism. Any of these, he surmised, can be barriers to organizational effectiveness.

Baker (1998) used the terminology "organizational climate" utilizing the same definition Kreitner assigned to organizational culture. Baker indicated that the climate is the "atmosphere of the workplace" (p.92). He speculated that the climate is an important concept in management because of its impact on a variety of organizational concerns. He pointed out that the organizational climate affects individual performance because it is either a motivating or a discouraging factor in staff members. Further, he noted that the climate is also an indication of how well management is moving the organization. Finally, he stated that the measures of climate are strongly related to the bottom-line performance of the organization. In his work, Baker outlined six dimensions of climate: conformity, responsibility, standards, rewards, clarity and team spirit.

The success, and indeed the survival, of any organization depend on its ability to effectively adapt to the environment (Yukl, 1998). This means that marketing outputs,

obtaining resources and dealing with external threats are critical managerial functions for organizational effectiveness. Yukl suggested that survival and prosperity depend on the efficiency with which the organization transforms products and services into usable commodities. The author also indicated that it is much easier to establish an organizational culture in a new organization than to change the culture in a mature organization. Culture, he said, evolves slowly and becomes an implicit, unconscious shared set of assumptions and beliefs that usually justify the past and become a matter of pride.

In evaluating organizational culture or climate, managers must make decisions about whether there is a need for change in the organization (Megginson, Mosley & Pietri, 1983). Typically, managers are seeking change in those elements where greater organizational effectiveness is desired. These authors defined organizational effectiveness as the result of activities that improve the organization's structure, technology and people (including both paid and volunteer staff).

Kreitner (1998) summarized organizational effectiveness as meeting organizational objectives and societal expectations in the near future, adapting and developing in the intermediate future, and surviving in the distant future. In clarifying his definition, Kreitner argued that effectiveness has to do with meeting organizational objectives while efficiency has to do with the relationship between inputs and outputs. He speculated that only monopolies can get away with being effective but not efficient. Rothwell and Sredl (1992) defined effectiveness as how well the program or organization is doing what it is supposed to do. It is the difference in doing the right thing (effectiveness) and doing the thing right (efficiency).

Robbins (1990) pointed out that neatly defining organizational effectiveness is not scientifically possible in that the definitions available do not specify which goals are to be met if effectiveness is the goal. He argued that the definition of goal attainment might refer to short-term goals, long-term goals, departmental or unit goals, or overall goals for the

organization. Further, he pondered that perhaps survival of the organization is a more clear means of measuring effectiveness, and yet he acknowledged that organizational survival is not so much a life or death occurrence comparable to a human life or death. Organizations, he indicated, may continue to struggle along long after they have passed a mark of survival (or effectiveness) that is realistic. Robbins summarized his definition of organizational effectiveness as, “the degree to which an organization attains its short-(ends) and long-term (means) goals, the selection of which reflects strategic constituencies, the self-interest of the evaluator, and the life stage of the organization” (p.77).

Dubin (1976) presented two definitions of organizational effectiveness based on his premise that it has one meaning when viewed internally and another entirely different meaning when viewed externally. Internal organizational effectiveness is typically a managerial view, and so is measured as a return on investment. The external viewpoint is more often a cost-benefit analysis that evaluates the organization’s outputs from the view of the larger society. In another attempt at defining the concept of organizational effectiveness, Zammuto (1982) concluded that organizational effectiveness is more often a measure based on criteria outside the organization while efficiency is more largely based on measurement within the organization.

Peters and Waterman (1982) outlined their common characteristics of effective organizations based on their work with 42 companies. These companies all had a bias for action and getting things accomplished; they kept in touch with customers to maintain an understanding of their needs; they allowed high levels of employee autonomy and encouraged entrepreneurial activities in the organizations. These companies looked for improved production through employee participation and worked to insure that the employees understood what they stood for. They stayed close to the businesses they understood, their organizational structures were simple with minimal numbers of employees in support staff positions and they blended tight, centralized controls that protected the

company's core values with loose controls that allowed for, and even encouraged, risk-taking and innovation. According to Lucas (1997), effective organizations need to be able to look at crises and consider them not an ending, but rather as the beginning of a new opportunity.

Mescon, Albert and Khedouri (1980) added that there are several contributing factors in considering organization effectiveness and success. These factors include the actions of competitors, the organization's ability to respond appropriately to other forces in the external environment, the ability of the organization to operate efficiently, the ability to motivate the workforce properly and the development opportunities available for employees.

Literature Summary

Volunteers are individuals who give time, energies, and talents for the good of the community without expectation of payment for their services. Many educational and human service organizations depend on the services provided by volunteers to deliver programming and resources to their clients. The attitudes of those who manage the volunteers are influenced by the organization's culture and its history of utilizing volunteers in various positions in the agency.

In the North Carolina 4-H Youth Development program, 4-H Extension agents utilize volunteers to assist in delivering programs to youth and other adults in the community. These volunteers provide invaluable service. Agents' perceptions of the organization's effectiveness in utilizing volunteers impacts their individual comfort in utilizing volunteers and, therefore, impacts the methods they routinely utilize in placing and managing volunteers in local programs.

This study of agents' perceptions toward the organizational effectiveness in utilizing volunteers and specifically in utilizing episodic volunteers can bring a better understanding of the roles volunteers play in local programs and may ultimately lead to improved services for the county youth development professional in managing volunteer programs at the local

level. Such understanding will lead to the development and implementation of improved programmatic support for agents in their utilization of volunteers and toward moving into the new millennium better prepared and more positive about the value of volunteers in the North Carolina 4-H program.

Conceptual Framework

A conceptual framework is a model or representation, typically presented in graphic form, which shows the relationship among the main concepts and variables involved in a study (Punch, 1998). This information is generally best shown as a diagram rather than a narrative. By definition, when a researcher sets out to examine a situation as it currently exists, the framework of the study will be descriptive in nature (Hopkins, 1976). According to Hopkins (1976), descriptive research not only describes current conditions, but also interprets conditions based on relationships, present practices, attitudes and trends that appear to be developing. For purposes of this study, data analysis will then interpret data through comparison and contrast.

In the conceptual framework for this study (Figure 2.1), the primary dependent variables are the 11 characteristics identified by the Points of Light Foundation (Allen, 1992) and sorted into four action principles (Allen, 1995) as the indicators of effectiveness in organizations utilizing volunteers and the indicators of organizational readiness for the involvement of episodic volunteers as identified by Macduff (1991). The researcher theorized that the dependent variables are related to the independent variables regarding professional and personal demographics among Extension 4-H agents and characteristics of county 4-H programs in North Carolina. She also theorized that utilization of episodic volunteers is a factor in effective volunteer management systems at the local level in North Carolina 4-H programs.

Independent Variables

Dependent Variables

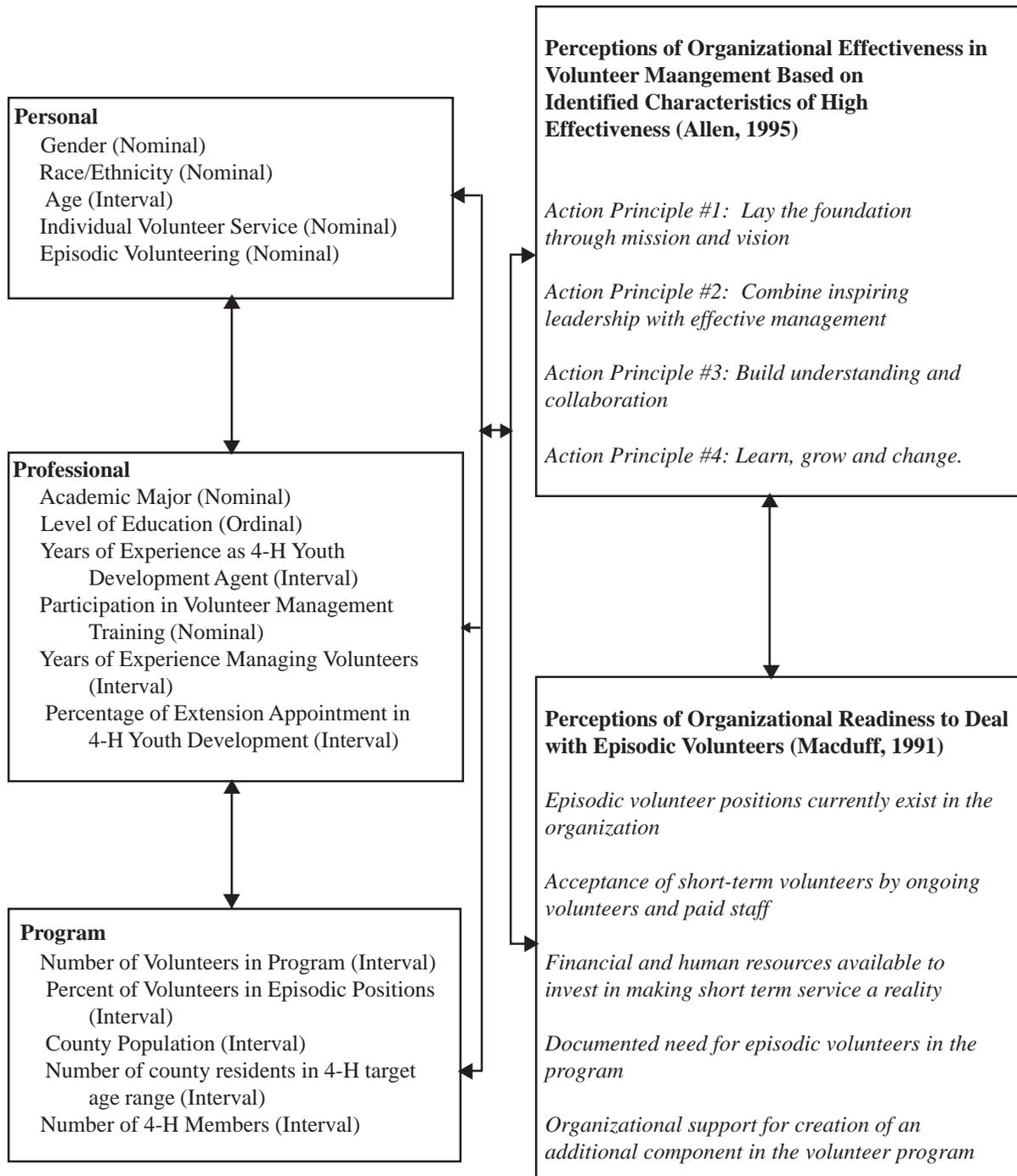


Figure 2.01 Conceptual Framework of potential relationships between selected personal, professional and programmatic variables and North Carolina 4-H Youth Development Agents' perceptions of the importance of and their level of operationalizing identified characteristics of effective volunteer management

Summary of Chapter Two

The literature indicates that volunteerism is one of the traditions upon which the United States was begun. That spirit of individuals assisting others, not for payment, but because it is the right thing to do, led to the establishment of a great nation where neighbors helping neighbors created caring communities and involved government. Within the Cooperative Extension Service, the 4-H volunteers are critical in providing leadership and in making available a myriad of program activities and development opportunities for young people across the state.

Research also revealed that while there is a strong tradition of volunteerism, the trends that impact other facets of life also impact volunteerism. In today's world of limited personal time and increasing professional and personal demands, individuals are seeking out opportunities to help in positions or tasks that allow for a definite beginning and a definite end rather than the continuous, ongoing volunteer participation that is more traditional. These individuals are called episodic volunteers, and organizations, in order to be successful, are going to have to learn to adapt to this trend.

In addition, the research provided an opportunity to consider organizational culture and effectiveness and how these concepts may impact the placement of individuals in various positions within an agency. Understanding these concepts created a foundation for this study to consider the ideas of organizational effectiveness in utilizing volunteers and organizational readiness for utilizing episodic volunteers.

CHAPTER 3

Methodology

This chapter addresses the following topics related to the methodology employed for this study: type of research, population for the study, instrumentation, data collection and data analysis.

Type of Research

To investigate the research questions and fulfill the study's objectives, the researcher used a descriptive-correlational research design and a mailed questionnaire (utilizing a census) for data collection. Correlational techniques are generally useful in assessing whether a relationship exists between two variables, the direction of that relationship and the magnitude of the relationship (Cohen, Manion & Morrison, 2000). There were four caveats to be considered in undertaking a correlational study: causal relationships cannot be implied, Type I errors are possible, Type II errors are also possible, and statistical significance must be accompanied by some indication of effect size. This study was also exploratory in that valid and reliable published data were not found by the researcher prior to conducting the research.

The study was descriptive in nature, and so includes statistical summaries of numerous factors that describe the individuals and programs considered in the study (Graziano & Raulin, 1997). Using descriptive statistics allowed for the reporting of many measurements in a simple manner. Hopkins (1976) explained that descriptive research, in addition to describing present conditions, also interprets these current conditions. This type of study deals not only with relationships, but also with present practices, attitudes and trends that have been developing related to the area of the study.

Population

The researcher utilized a census to gather information from the target population of 4-H Youth Development professionals employed in the North Carolina Cooperative Extension Service as of August 1, 2002. These names were made available by the human resources contact within the Department of 4-H Youth Development at North Carolina State University. Work addresses were used for this study. The census included 104 4-H Youth Development agents. Permission was obtained from the North Carolina Cooperative Extension Administrative Council to utilize this list of Extension employees for the purposes of this study.

Instrumentation

The researcher developed a four-section instrument based on the literature reviewed. The first section was adapted from an instrument developed by Safrit, Gliem and Estey (2000) to assess agents' perceptions of organizational effectiveness in utilizing volunteers in Ohio State University Extension. The instrument was adapted to more appropriately meet the objectives of this study by making adjustments to the wording in statements to reflect North Carolina Extension and 4-H youth development programming terminology and in the addition of materials specifically related to the concept of episodic volunteering. Likert-type scaling was utilized in data collection because of its flexibility and simplicity (Alreck & Settle, 1995).

In the first section, data were collected related to 4-H youth development agents' perceptions of the organizational importance and their individual levels of practice of specific concepts related to volunteer management and inclusion of episodic volunteers. Two likert-type scales were utilized to collect these data. The first scale requested that respondents select a level of importance of the statement to Extension. The ratings were coded as: "Not Important" = 1, "Of Little Importance" = 2, "Somewhat Important" = 3, "Important" = 4,

“Very Important” = 5, and “Of Utmost Importance” = 6. This section also asked respondents to indicate their level of practice considering these concepts. These scale ratings were coded as: “Never Practiced” = 1, “Rarely Practiced” = 2, “Occasionally Practiced” = 3, “Often Practiced” = 4, “Typically Practiced” = 5, and “Always Practiced” = 6. This section contained 63 items measuring the four action principles and addressing readiness for episodic volunteering.

Section II, also based on the Safrit, Gliem and Estey (2000) instrument, collected data regarding 4-H agents’ attitudes related to organizational effectiveness in managing volunteers and the utilization of episodic volunteers in 4-H programming. Likert-type scaling was used to collect these data. The ratings were coded as: “Strongly Disagree” = 1, “Disagree” = 2, “Moderately Disagree” = 3, “Moderately Agree” = 4, “Agree” = 5, and “Strongly Agree” = 6. This section contained 68 items measuring the four action principles and addressing readiness for episodic volunteering.

Section III gathered data on program characteristics. These included administrative district of agent employment, numbers of various types of volunteers involved in local programs, estimated percentages of episodic volunteers participating in local programs, census information related to county population, number of youth in the targeted age range for 4-H participation, and actual number of 4-H participants in the county program.

Finally, Section IV collected information related to selected professional and personal characteristics of respondents. These data included gender, race/ethnicity, age range, number of years of employment in Extension, level of education completed, major course of study, attendance at volunteer training opportunities, and personal volunteering patterns.

Validity

Validity is the extent to which a test measures what it purports to measure (Gall, Borg & Gall, 1996). Face validity is the simplest form of validity; it is the degree to which the

question or statement appears to measure the concept (Weisberg, Krosnick & Bowen, 1996). The researcher utilized a panel of experts in the field of volunteer management to establish face validity of the instrument.

The panel consisted of a national consultant on volunteer management with more than 25 years of experience in the field, an Extension Volunteer Systems leader with more than 25 years of 4-H and Extension volunteer leadership experience, a specialist in volunteer risk management at The Ohio State University, and a specialist at North Carolina State University who teaches graduate level courses in volunteer management and serves as a national consultant on volunteer administration issues with more than 20 years of experience. The panel list is included in Appendix B.

Panel members were contacted utilizing a cover letter explaining the request with a packet of materials which included a feedback form and a draft copy of the instrument (Appendix C). Based upon suggestions from panel members, the researcher made appropriate modifications prior to pilot testing to make the statements read more clearly, to insure that the instructions were easily read and understood, and to adjust the layout of the instrument for overall ease of use.

Establishing Instrument Reliability

Reliability is the degree to which survey results are free from random error (Alreck & Settle, 1995). Weisberg, Krosnick and Bowen (1996) indicated that for a survey to be useful it must be reliable, and they defined reliability as having assurance that people will answer the same questions in the same way regardless of the number of times they are asked. They suggested that, in the absence of the possibility of test-retest of respondents to compare responses for reliability, reliability may be measured by providing several questions on the survey to measure the same concept to get an indication of consistency. This statistic is typically expressed in terms of a correlation coefficient or percentage agreement. Simply

stated, reliability is the degree of consistency with which an instrument measures whatever it is measuring over time.

Following the validity test, the instrument was developed for the pilot test. The instrument was then submitted for approval by the University Institutional Review Board and the Cooperative Extension Administrative Council for permission to proceed with the survey. Permission to proceed was granted from both entities.

With permission, a pilot test was conducted to test the instrument for reliability. Nineteen individuals were selected to serve as the pilot-test group. The group included former 4-H youth development agents who had retired, transferred to other Extension positions, or resigned to take positions outside Extension. Letters requesting their participation in the pilot-test (Appendix D), review forms for feedback (Appendix E) and a copy of the proposed instrument were mailed to each of the selected individuals. Of those selected, 74%, or 14 individuals, returned useable surveys for the pilot test. Thus, the final pilot-test group consisted of five retired 4-H agents, two retired county Extension directors, four current county Extension directors, two subject matter agents who transferred from 4-H agent positions, and one retired administrator.

To test for internal consistency of the instrument, a Cronbach's alpha coefficient was calculated for each study construct. This statistic is an indication of the extent to which test takers who answer a test item one way will respond to another related item in the same way (Gall, Borg & Gall, 1996). Cronbach's alpha coefficients for this instrument ranged from .56 to .89. Nunally (1996) pointed out that a reliability level of .50 may suffice "in early stages of research in a domain when determining its dimensions" (p.226).

Data Collection

Data were collected according to the mailed survey procedure outlined by Dillman (1978). Prior to mailing the surveys, an electronic message was forwarded to all 4-H youth development agents indicating that they would soon be receiving a survey related to volunteerism as part of a graduate research project (Appendix F). The researcher mailed the instruments with a cover letter explaining the project (Appendix G), the final survey instrument (Appendix H), and a stamped, addressed envelope on July 27, 2002. Responses were requested by August 25, 2002. Each return envelope was coded with an identification number to allow for follow-up with non-respondents.

On August 23, 2002, a reminder electronic message was sent to all subjects (Appendix I). As of the original deadline date, 41% had submitted completed surveys. Those who had not responded by September 3, were sent a post card reminder (Appendix J). A second mailing to those who had not responded by September 10 included a cover letter (Appendix K), another copy of the instrument, and another coded, stamped, addressed envelope. Responses were requested by September 23. The researcher established September 27, 2002, as the final deadline for data to be accepted for analysis. The study response rate as of the final deadline was 74%.

Those who returned surveys after September 10, 2002, were considered late respondents. Comparison of their responses to those who responded by the original deadline revealed no significant difference between the two sets of respondents. No further follow up was conducted with the remaining individuals who did not complete the survey.

Data Analysis

All data were coded and analyzed using the Statistical Package for Social Sciences (SPSS) program to analyze the data generated by the study. After all data were entered, the researcher randomly selected ten percent of submitted instruments to check for accuracy of the data set. An accuracy rate of 99% was calculated.

The independent variables in this study included demographic personal characteristics of the North Carolina 4-H Youth Development agents. These characteristics included gender, race, age and information related to personal volunteer involvement. In addition, independent variables included demographic data related to the individuals' professional characteristics. These included academic major, level of education, years of experience in 4-H youth development, years of experience managing volunteers and percentage of Extension appointment in 4-H youth development work. Other independent variables related to program characteristics. Data collected included number of volunteers in various types of positions, percentage of volunteers described as episodic, county population, number of youth in county in 4-H target age ranges and number of youth participating in local 4-H programs. The dependent variables in the study were the 4 Action Principles based on the 11

Table 3.04: Conventions used to describe measures of association.

Davis Conventions (Adjectives) for Describing Magnitude of Relationship	
<i>Coefficient</i>	<i>Description</i>
.70 or higher	Very strong association (relationship)
.50 to .69	Substantial association
.30 to .49	Moderate association
.10 to .29	Low association
.01 to .09	Negligible association

Characteristics of High Effectiveness in Organizations Managing Volunteers (Allen, 1995) and the Assessment for Readiness for Involving Episodic Volunteers (Macduff, 1991).

In the analysis of data, the coefficients offered by Davis (1971) were used in describing measures of association. Table 3.01 presents the coefficients and descriptive terms used to describe the nature of associations and relations.

Frequencies were calculated for each item of the dependent variable. For each of the

five dependent variable constructs, a summated score was calculated. For summated component scores, the mean, standard deviation of the mean, range, skewness statistic and skewness standard error were calculated. The descriptive statistics used for the independent variables concerning the characteristics of faculty were determined by whether the variable was nominal, ordinal, interval or ratio.

Correlations were conducted to investigate possible relationships between the variables. A number of the independent variables were nominal, dichotomous. As a result, when these nominal variables were correlated with interval or ratio variables, a point-biserial correlation coefficient was calculated. An Eta correlation coefficient was calculated for multichotomous nominal variables.

A Spearman rank-order coefficient was calculated for the summated scores and the ordinal independent variables of professional rank, hours of training in using educational technologies, and enthusiasm for using educational technologies. The remainder of the variables in the study were interval or ratio in nature. Pearson product-moment coefficients were calculated to determine correlations between two variables that were interval or ratio in nature.

CHAPTER 4

Findings

The purpose of this study was to examine the relationships among identified personal, professional and programmatic characteristics of North Carolina 4-H youth development agents, their perceptions of organizational effectiveness in the utilization of volunteers, and their perceptions of organizational readiness for involvement of episodic volunteers. It was not the intent of this research to identify causality, but rather to examine whether a relationship exists among these constructs. Data were collected via a mailed questionnaire survey and analyzed utilizing the Statistical Package for the Social Sciences (SPSS) 10.0. Basic descriptive statistics were obtained as appropriate for the construct under consideration.

This chapter includes the presentation of findings for the study. The findings are organized according to the objectives of the study.

Objective 1: Describe selected demographic characteristics of North Carolina 4-H Youth Development agents.

As illustrated in Table 4.01, 84.9 % of the respondents were female and 15.1 % were male. Of those participating in the study, 20.5% were between the ages of 22 and 29, 28.8% were aged 30 to 39, 34.2% were 31 to 40, and 16.4% were 41 to 50. Study respondents were 84.9% white, not of Hispanic origin, 11% were African American and 4.1% were American Indian/Native Alaskan.

Table 4.01
 Frequency Statistics for Selected Personal Characteristics of North Carolina 4-H Youth Development Agents

Item	Frequency	Percent	Cumulative Percent
Gender			
Female	62	84.9	84.9
Male	11	15.1	100.0
Age of Respondents			
22 - 29	15	20.5	20.5
30 - 39	21	28.8	49.3
31 - 40	25	34.2	83.6
41 - 50	12	16.4	100.0
Race/Ethnicity of Respondents			
White, not of Hispanic origin	62	84.9	84.9
African American	8	11.0	95.5
American Indian/Native Alaskan	3	4.1	100.0

Note: Calculated sums may not equal totals due to the rounding of figures.

Objective 2: Describe selected professional characteristics of North Carolina 4-H Youth Development agents.

Table 4.02 reports that 80.5 percent of respondents have positions that are funded 100% as 4-H Youth Development agents. More than 61% of respondents have 10 years or fewer of 4-H Youth Development agent experience. Of those responding, 48.6% have earned a master's degree while 16.7% are working toward a master's, 26.4% have completed bachelor's degrees, 5.6% are working toward a doctorate and 2.8% have earned doctorates. Just over 21% of respondents have degrees in agricultural education, 18.6% have degrees in home economics or human ecology education, 15.7% have degrees in education and 31.4% have degrees in other majors not listed.

Table 4.02
Professional Characteristics of County 4-H Youth Development Agents

Characteristics	Frequency	Percent	Cummulative Percent	Mean	Median	S.D.
Percent of 4-H Appointment						
20% - 29%	1	1.4	1.4			
30% - 39%	0	0.0	1.4			
40% - 49%	1	1.4	2.8			
50% - 59%	6	8.3	11.1			
60% - 69%	1	1.4	12.5			
70% - 79%	3	4.2	16.7			
80% - 89%	0	0	16.7			
90% - 99%	2	2.8	19.5			
100%	58	80.5	100.0			
Years of Service						
1 - 5 yrs	25	36.8	36.8	10.9	9.0	
6 - 10 yrs	17	25.0	61.8			
11 - 15 yrs	8	11.7	73.5			
16 - 20 yrs	5	7.4	80.9			
21 - 25 yrs	4	5.9	86.8			
25 - 30 yrs	9	13.2	100.0			
Level of Education						
BS / BA	19	26.4	26.4			
Working toward Masters	12	16.7	43.1			
MS / MPA / MA	35	48.6	91.7			
Working toward Doctorate	4	5.6	97.2			
PhD / EdD	2	2.8	100.0			
Educational Major						
Agricultural Education	15	21.4	21.4			
Home Economics / Human Ecology Education	13	18.6	40.0			
Agriculture, other than Education	3	4.3	44.3			
Home Economics / Human Ecology other than Education	6	8.6	52.9			
Education	11	15.7	68.5			
Other	22	31.4	100.0			

Note: Calculated sums may not equal totals due to the rounding of figures.

Objective 3: Describe selected county 4-H youth development program characteristics.

Table 4.03 reports that 11% of the respondents were administratively in the North Central District, 17.8% were in the Northeast District, 15.1% were in the Northwest District, 17.8% were in the South Central District, 6.8% were in the Southeast District, 12.3% were in the Southwest District and 19.2% were in the West District.

Of those responding, 6.9% were working in counties with populations of less than 10,000, 47.3% were in counties with populations of 10,000 to 49,999, 23.6% were in counties of 50,000 to 99,999, 13.9% were in counties with populations of 100,000 to 149,999, 1.4% were in counties of 150,000 to 199,999, 2.7% were in counties were in counties with populations of 200,000 to 249,999, and 4.2% were in counties with populations of more than 250,000.

In reporting the 4-H aged youth within the targeted age range for participation in local programming, 4.5% indicated that less than 1,000 eligible youth lived in their counties. Another 76.1% indicated that 1,000 to 19,999 eligible youth were in their counties, while 13.4% indicated that their counties had 20,000 to 39,000 eligible youth. For 4.5%, there were 40,000 to 59,999 eligible youth and 1.5% reported an eligible youth population of more than 60,000.

Respondents also reported actual number of 4-H program participants on the survey, with 30.4% indicating that less than 1,000 youth participated in 4-H programs in their local program. Responses indicated that 50.8% of the local programs involved 1,000 to 2,499 youth, while 18.8% reported 2,500 to 5,000 participants in their local 4-H programs.

Table 4.03
 Frequency Statistics for Selected 4-H Youth Development Program Characteristics

Item	Frequency	Percent	Cumulative Percent
District			
North Central	8	11.0	11.0
Northeast	13	17.8	28.8
Northwest	11	15.1	43.8
South Central	13	17.8	61.6
Southeast	5	6.8	68.5
Southwest	9	12.3	80.8
West	14	19.2	100.0
County Population Total			
Less than 10,000	5	6.9	6.9
10,000 - 49,999	34	47.3	54.2
50,000 - 99,999	17	23.6	77.8
100,000 - 149,999	10	13.9	91.7
150,000 - 199,999	1	1.4	93.1
200,000 - 249,999	2	2.7	95.8
More than 250,000	3	4.2	100.0
4-H Aged Youth within the County			
Less than 1,000	3	4.5	4.5
1,000 - 19,999	51	76.1	80.6
20,000 - 39,999	9	13.4	94.0
40,000 - 59,999	3	4.5	98.5
More than 60,000	1	1.5	100.0
Number of Youth Participating in 4-H			
Less than 1,000	21	30.4	30.4
1,000 - 2,499	35	50.8	81.2
2,500 - 5,000	13	18.8	100.0

Note: Calculated sums may not equal totals due to the rounding of figures.

Objective 4: Describe selected county 4-H volunteer program characteristics.

As illustrated in Table 4.04, 80% of respondents reported having 50 or fewer volunteers serving as club volunteers, while only 20% indicated that more than 51 club volunteers are involved in their programs. In reporting numbers of middle management volunteers, respondents indicated that 53.2% of their programs did not have any middle management volunteers placed, 39.8% reported utilizing 1 to 8 middle management volunteers, and 6.4% indicated that they utilize more than 9 middle managers.

Seven percent of the respondents reported that they do not utilize school enrichment volunteers, 77.2% indicated that up to 50 individuals served as school enrichment volunteers, and 15.8% reported that more than 51 volunteers served in roles as school enrichment programming. In special interest programming, 12.7% reported utilizing no volunteers serving as special interest volunteers, 52.8% reported utilizing up to 25 special interest volunteers, 5.4% indicated participation by 26 to 50 individuals as special interest volunteers, 16.4% reported utilizing 51 to 100, and 22.7% reported placing more than 101 special interest volunteers in local programs.

In reporting numbers of school age volunteers, 38.8% of respondents indicated that no school age care volunteers were involved in their local programs, 46.8% had 1 to 25 volunteers involved, 8.5% indicated that 26 to 50 volunteers were involved, and 6.4% reported that more than 51 volunteers were active in school age care positions. No volunteer committee members were involved in programs operated by 9.8% of the respondents while 76.5% indicated that 1 to 25 volunteers were active in committee roles and 13.7% reported more than 26 volunteers in committee roles.

Of those participating in the survey, 8.5% reported no placements for teen or youth volunteers, 66.1% reported placements for 1 to 25 youth volunteers, 10.1% indicated 26 to 50 youth participating in volunteer activities, 10.2% reported 51 to 100 youth volunteer placements and 3.4% reported more than 100 teen or youth volunteer placements in local

programs. Respondents indicated, in 42.1% of the cases, that no other types of volunteer placements were available in their local program, 23.7% indicated that there were other types of volunteer placements for 1 to 25 volunteers, 18.4% reported 26 to 50 additional volunteers in other placements, and 15.8% reported placements for more than 51 other roles for volunteers in their local programs.

When asked to report the percentage of their current base that would meet this study's definition of episodic volunteerism, 1.4% of the respondents indicated that there were no episodic volunteers in their local program, while 30.5% indicated that 1% to 25% of their volunteers were episodic, 26.1% indicated that 26% to 50% of their volunteers were episodic, 27.5% of the respondents indicated that 51% to 75% of their volunteers were episodic and 14.5% reported that 76% to 100% of their volunteer base was episodic. The mean percentage reported was 45.8, median was 50.0 and standard deviation was 28.9.

Table 4.04
 Frequency Statistics for Selected County 4-H Youth Development Volunteer Program
 Characteristics

Item	Frequency	Percent	Cummulative Percent	Mean	Median	S.D.
District						
North Central	8	11.0	11.0			
Northeast	13	17.8	28.8			
Northwest	11	15.1	43.8			
South Central	13	17.8	61.6			
Southeast	5	6.8	68.5			
Southwest	9	12.3	80.8			
West	14	19.2	100.0			
Number of Club Volunteers						
Less than 25	35	58.3	58.3			
25 - 50	13	21.7	80.0			
51 - 100	8	13.3	93.3			
More than 101	4	6.7	100.0			
Number of Middle Management Volunteers						
0 reported	25	53.2	53.2			
1 - 4	14	29.2	83.0			
5 - 8	5	10.6	93.6			
More than 9	3	6.4	100.0			
Number of School Enrichment Volunteers						
0 reported	4	7.0	7.0			
1 - 25	30	52.6	59.6			
26 - 50	14	24.6	84.2			
51- 100	8	14.0	98.2			
More than 101	1	1.8	100.0			
Number of Special Interest Volunteers						
0 reported	7	12.7	12.7			
1 - 25	29	52.8	65.5			
26 - 50	3	5.4	70.9			
51- 100	9	16.4	87.3			
More than 101	7	22.7	100.0			

Table 4.04 (continued)

Item	Frequency	Percent	Cummulative Percent	Mean	Median	S.D.
Number of School Age Care Volunteers						
0 reported	18	38.3	38.3			
1 - 25	22	46.8	85.1			
26 - 50	4	8.5	93.6			
51- 100	1	2.1	95.7			
More than 100	2	4.3	100.0			
Number of Volunteer Committee Members						
0 reported	5	9.8	9.8			
1 - 25	39	76.5	86.3			
26 - 50	6	11.7	98.0			
More than 50	1	2	100.0			
Number of Youth/Teen Volunteers						
0 reported	5	8.5	8.5			
1 - 25	39	66.1	74.6			
26 - 50	7	10.1	86.4			
51- 100	6	10.2	96.6			
More than 100	2	3.4	100.0			
Number of Other Types Volunteers						
0 reported	16	42.1	42.1			
1 - 25	9	23.7	65.8			
26 - 50	7	18.4	84.2			
51- 100	5	13.2	97.4			
More than 100	1	2.6	100.0			
Percent of Episodic Volunteer Base						
0 reported	1	1.4	1.4	45.8	50.0	28.9
1 - 25	21	30.5	31.9			
26 - 50	18	26.1	58.6			
51 - 75	19	27.5	85.5			
76 - 100	10	14.5	100.0			

Note: Calculated sums may not equal totals due to the rounding of figures.

Objective 5: Describe perceptions of North Carolina 4-H Youth Development agents regarding organizational effectiveness in utilizing volunteers.

In order to report perceptions of organizational effectiveness related to utilization of volunteers, frequencies were run on each statement within each Action Principle. These frequency tables present the data that highlights the agents' self-reported assessments of levels of importance, levels of practice and their levels of agreements with the identified constructs. These data were collected utilizing six-point Likert scales.

Table 4.05 and Table 4.06 present the data collected relevant to perceptions of importance and practice of Action Principle 1 (lay the foundation through mission and vision). Just over 78% of the respondents indicated that it is very important to involve volunteers in roles that directly address the mission of 4-H, and 72.2% indicated that they usually practice this level of involvement in their volunteer programs. More than 68% indicated that it is very important to create new volunteer positions to expand programming efforts, yet only 32.9% actually practice expansion for volunteers in their programs. Almost 95% of respondents indicated that it is very important for agents to acknowledge volunteers in the community and more than 98% indicated that they usually acknowledge volunteers when they see them in the community. Seventy-four percent of respondents indicated that it is very important for agents to work together in the local office to see that volunteers are formally recognized, yet only 50% reported usually practicing this joint recognition.

Just over 70% of respondents indicated that it is very important to give volunteers assignments that carry significant responsibility, while only 46.5% reported usually practicing this level of volunteer involvement. More than 68% of respondents indicated that it is very important for volunteers to be able to clearly articulate the mission of 4-H, but only 26% reported that articulating the mission is usually practiced among volunteers in their programs. Just over 80% of respondents reported that it is very important for volunteers to be recognized with informal notes and cards, while 59.7% indicated that they usually practice this informal recognition with their volunteers.

In considering the summated scores for level of importance and level of practice related to Action Principle 1, the mean score for importance was 54.59 and the mean score for practice was 49.27. These are considering possible minimum scores of 11 and possible maximum scores of 66.

Table 4. 05
 Frequency Statistics for Level of Importance: Action Principle 1

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
I involve volunteers in roles that directly address the mission of North Carolina 4-H	0	1	1.4%	1	14	20.5%	22	35	78.1%
I create new volunteer positions to expand programming efforts	0	1	1.4%	5	17	30.1%	29	21	68.5%
I introduce 4-H volunteers to our office staff	1	1	2.8%	2	17	26.0%	24	28	71.2%
I do not ask volunteers to do my work for me	6	5	16.2%	13	14	39.7%	19	11	44.1%
I acknowledge my volunteers when I see them in the community	1	0	1.4%	0	3	4.1%	15	54	94.5%
I work with other agents in my office to see that all of the 4-H volunteers are formally recognized	0	1	1.4%	4	14	24.7%	32	22	74.0%
I give 4-H volunteers assignments that carry significant responsibility	1	0	1.4%	4	16	27.8%	33	18	70.8%
My volunteers can clearly articulate the 4-H mission	1	1	2.8%	7	14	28.8%	26	24	68.5%
Extension staff members speak positively about volunteer involvement in 4-H programming	1	0	1.4%	1	12	17.8%	30	29	80.8%

57

Table 4.05 (continued)

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
I informally recognize my volunteers' efforts by sending handwritten notes, holiday cards, calling to say thanks, etc.	0	2	2.7%	1	11	16.6%	19	39	80.6%
4-H volunteers multiply my efforts to accomplish program goals	1	1	2.8%	0	10	14.1%	20	39	83.1%

Summated Score
 Mean = 54.59
 s.d. = 7.77
 Range = 15 - 65
 Minimum Score = 11
 Maximum Score = 66
 Skewness Statistic = -1.88
 Skewness Std. Error = .28

58

Note: Calculated sums may not equal totals due to the rounding of figures.
 The **modal category** is bolded and underlined.

Table 4.06
 Frequency Statistics for Level of Practice: Action Principle 1

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	<i>No Real Practice</i>	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced
I involve volunteers in roles that directly address the mission of North Carolina 4-H	1	0	1.4%	6	13	26.4%	35	17	72.2%
I create new volunteer positions to expand programming efforts	2	3	6.8%	20	24	60.3%	18	6	32.9%
In introduce 4-H volunteers to our office staff	0	1	1.4%	13	14	37.5%	19	25	61.1%
I do not ask volunteers to do my work for me	6	10	22.9%	11	17	40.0%	12	14	37.1%
59 I acknowledge my volunteers when I see them in the community	0	0	0.0%	1	0	1.4%	19	53	98.6%
I work with other agents in my office to see that all of the 4-H volunteers are formally recognized	0	5	6.9%	11	20	43.1%	26	10	50.0%
I give 4-H volunteers assignments that carry significant responsibility	0	2	2.8%	12	24	50.7%	25	8	46.5%
My volunteers can clearly articulate the 4-H mission	0	7	9.6%	23	24	64.4%	12	7	26.0%

Table 4.06 (continued)

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	<i>No Real Practice</i>	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	<i>Practiced</i>	<i>Typically Practiced</i>	<i>Always Practiced</i>	<i>Usually Practiced</i>
Extension staff members speak positively about volunteer involvement in 4-H programming	0	1	1.4%	8	18	35.6%	<u>33</u>	13	63.0%
I informally recognize my volunteers' efforts by sending handwritten notes, holiday cards, calling to say thanks, etc.	1	2	4.2%	8	18	36.1%	<u>23</u>	20	59.7%
4-H volunteers multiply my efforts to accomplish program goals	0	0	0.0%	5	16	29.6%	<u>29</u>	21	70.4%

09

Summated Score	
Mean = 49.27	Minimum Score = 11
s.d. = 6.50	Maximum Score = 66
Range = 32 - 60	Skewness Statistic = -.712
	Skewness Std. Error = .28

Note: Calculated sums may not equal totals due to the rounding of figures.
The **modal category** is bolded and underlined.

Table 4.07 reports data related to agents' level of agreement with various statements related to Action Principle 1 (lay the foundation through mission and vision). These data show that 56.9% of respondents disagree that volunteers in Extension should be primarily the responsibility of the 4-H agent. Almost 72% indicated that 4-H volunteers should be fundraisers when local funding becomes a concern, in fact, 98.6% indicated that 4-H volunteers should be utilized primarily for fundraising and 94.5% indicated that volunteers are at their most useful when raising funds. Respondents indicated overwhelmingly (98.6%) that 4-H volunteers greatly extend Extension's reach into the community and that volunteers can be positive assets for Extension. More than 94% indicated that 4-H volunteers can assist in addressing local community issues, yet 87.3% indicated that volunteers should have a limited role in 4-H. Almost 96% indicated that 4-H volunteers are generally regarded in a positive light throughout the organization, yet 95.9% agreed that the title volunteer is just a fancy name for club leader. More than 98% of respondents indicated that volunteers can help Extension accomplish its mission, 91.8% indicated that they are encouraged to involve volunteers in their local programs, yet 89% agree with the statement, "I involve volunteers in 4-H because I have to, not necessarily because I want to." The mean summated score on level of agreement was 71.12 in a data set where the minimum possible score was 20 and the maximum possible score was 120.

Table 4.07
 Frequency Statistics for Level of Agreement: Action Principle 1

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
Volunteers in Extension are primarily the 4-H agent's responsibility	15	14	12	56.9%	<u>16</u>	14	1	43.1%
When local funding becomes a concern, 4-H volunteers should focus primarily on fundraising	0	4	16	28.2%	15	<u>31</u>	5	71.8%
The role of volunteers is clearly articulated throughout North Carolina 4-H	1	11	6	25.0%	13	<u>27</u>	14	75.0%
62 4-H volunteers greatly extend Extension's reach into this community	1	0	0	1.4%	6	19	<u>47</u>	98.6%
4-H volunteers assist us in addressing local community issues	0	0	4	5.6%	13	<u>29</u>	26	94.4%
Volunteers should have a limited role within 4-H	0	5	4	12.7%	9	<u>27</u>	26	87.3%
It is the responsibility of the Extension paid staff, not the volunteers, to see that the organization's mission is accomplished	1	13	11	34.7%	15	<u>18</u>	14	65.2%
4-H volunteers are generally regarded throughout the organization in a positive light	0	0	3	4.1%	7	<u>42</u>	21	95.9%

Table 4.07 (continued)

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
The best way to recognize 4-H volunteers for their involvement is by tracking the number of years they have served	0	1	16	23.6%	16	29	10	76.4%
4-H volunteers can be positive assets for Extension	0	0	1	1.4%	1	15	55	98.6%
Volunteers are an end in themselves, rather than a means to an end	9	16	13	59.4%	18	5	3	40.6%
Volunteer is just a fancy name for club leader	0	0	3	4.1%	8	32	30	95.9%
4-H volunteers have a general sense of our local program's mission	0	2	6	11.1%	25	33	6	88.9%
Volunteers in my program spend most of their time focused on their day-to-day volunteer responsibilities, rather than on long-term goals	2	10	27	53.4%	23	11	0	46.6%
The role of volunteers is openly discussed throughout Extension	3	7	10	27.4%	19	24	10	72.6%
Volunteers can help North Carolina Cooperative Extension accomplish its mission	0	0	1	1.4%	2	25	45	98.6%

Table 4.07 (continued)

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
4-H volunteers should be utilized primarily for fundraising	0	1	0	1.4%	5	29	<u>37</u>	98.6%
I involve volunteers in 4-H because I have to, not necessarily because I want to	1	1	6	11.0%	10	<u>34</u>	21	89.0%
State 4-H specialists encourage my involvement of volunteers	1	2	3	8.2%	17	<u>29</u>	21	91.8%
Volunteers are at their most useful when raising funds	1	1	2	5.5%	10	<u>33</u>	26	94.5%

64

Summated Score
 Mean = 71.12
 s.d. = 7.27
 Range = 48 - 86
 Minimum Score = 20
 Maximum Score = 120
 Skewness Statistic = -.560
 Skewness Std. Error = .28

Note: Calculated sums may not equal totals due to the rounding of figures.
 The **modal category** is bolded and underlined.

Table 4.08 and Table 4.09 present data reported relevant to level of importance and level of practice of Action Principle 2 (combine inspiring leadership with effective management). More than 69% indicated that it was very important to be encouraged by supervisors to involve volunteers while just 50% reported that this is usually practiced. Just over 48% indicated that it was important and another 30% that it was very important that one agent serve as the volunteer management resource in the local office while in practice, 45.6% indicated that this is not really practiced. In considering the use of volunteer position descriptions for all volunteer jobs, 51.4% indicated that it was important and 41.7% indicated that it was very important to have position descriptions on file for every job, but in reporting practice, 19.4% indicated that there was no real practice at the county program, 68.1% indicated that it is occasionally or often practiced and only 12.5% indicated that they typically or always have position descriptions for all volunteers in their programs. More than 80% of respondents indicated that it was very important for the county Extension Advisory Leadership Council to involve 4-H volunteers, while 69.8% indicated that it is usually practiced in their counties. Almost 64% of respondents indicated that it was very important for county agents to work together to facilitate high impact volunteer involvement, while 25% indicated that this is usually practiced.

In considering the summated scores for level of importance and level of practice related to Action Principle 2, the mean score for importance was 59.36 and the mean score for practice was 50.27. These are considering possible minimum scores of 13 and possible maximum scores of 78.

Table 4.08
 Frequency Statistics for Level of Importance: Action Principle 2

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
I am encouraged by my supervisors to utilize volunteers in my 4-H youth development programming	1	0	1.4%	7	14	29.2%	18	32	69.4%
I work to eliminate potential barriers to volunteer involvement	0	1	1.4%	1	14	20.6%	28	29	78.0%
In our office, one agent serves as the volunteer management resource	8	7	21.4%	14	20	48.6%	17	4	30.0%
96 I work with other paid staff in my office to make our volunteers' jobs easier	1	1	2.8%	3	14	23.6%	33	20	73.6%
I use position descriptions for each volunteer role in my 4-H program	2	3	6.9%	10	27	51.4%	19	11	41.7%
I seek advice regarding my volunteers from other agents with more experience at managing volunteers	0	3	4.1%	4	17	28.8%	30	19	67.1%
I work to identify barriers that might keep volunteers from getting involved in my program	0	1	1.4%	2	22	33.3%	24	23	65.3%

Table 4.08 (continued)

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important										
When I need information regarding volunteer management, I know whom to contact at the state level	1	0	1.4%	1	11	16.4%	34	26	82.2%										
The county Extension Advisory Leadership Council involves 4-H volunteers	0	1	1.4%	5	8	18.1%	20	38	80.5%										
I have only one or two volunteer roles available in my 4-H program	4	9	18.8%	12	10	31.9%	22	12	49.3%										
Volunteers are involved at district, state, and regional levels, beyond the scope of their work in my local program	0	3	4.2%	4	23	37.5%	24	18	58.3%										
County agents in my office work together to facilitate high-impact volunteer involvement	2	1	4.2%	4	19	31.9%	27	19	63.9%										
4-H volunteers are involved in identifying potential barriers to allow for increased participation	1	0	1.4%	6	17	31.5%	33	16	67.1%										
<table border="1" style="width: 100%;"> <tr> <td colspan="2">Summated Score</td> </tr> <tr> <td>Mean = 59.36</td> <td>Minimum Score = 13</td> </tr> <tr> <td>s.d. = 8.58</td> <td>Maximum Score = 78</td> </tr> <tr> <td>Range = 20 - 74</td> <td>Skewness Statistic = -1.279</td> </tr> <tr> <td></td> <td>Skewness Std. Error = .28</td> </tr> </table>										Summated Score		Mean = 59.36	Minimum Score = 13	s.d. = 8.58	Maximum Score = 78	Range = 20 - 74	Skewness Statistic = -1.279		Skewness Std. Error = .28
Summated Score																			
Mean = 59.36	Minimum Score = 13																		
s.d. = 8.58	Maximum Score = 78																		
Range = 20 - 74	Skewness Statistic = -1.279																		
	Skewness Std. Error = .28																		

Note: Calculated sums may not equal totals due to the rounding of figures. The **modal category** is bolded and underlined.

Table 4.09
 Frequency Statistics for Level of Practice: Action Principle 2

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	No Real Practice	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced
I am encouraged by my supervisors to utilize volunteers in my 4-H youth development programming	0	3	4.2%	9	24	45.8%	21	15	50.0%
I work to eliminate potential barriers to volunteer involvement	0	2	2.7%	7	22	39.8%	34	8	57.5%
In our office, one agent serves as the volunteer management resource	25	6	45.6%	10	11	30.9%	12	4	23.5%
68 I work with other paid staff in my office to make our volunteers' jobs easier	1	3	5.5%	7	22	39.7%	29	11	54.8%
I use position descriptions for each volunteer role in my 4-H program	5	9	19.4%	22	27	68.1%	9	0	12.5%
I seek advice regarding my volunteers from agents with more experience at managing volunteers	2	6	11.0%	18	16	46.6%	19	12	42.5%
I work to identify barriers that might keep volunteers from getting involved in my program	1	5	8.3%	20	21	57.0%	15	10	34.7%

Table 4.09 (continued)

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	No Real Practice	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced										
The county Extension Advisory Leadership Council involves 4-H volunteers	2	2	5.5%	12	6	24.7%	15	36	69.8%										
When I need information regarding volunteer management, I know whom to contact at the state level	0	5	6.9%	9	12	29.2%	23	23	63.9%										
I have only one or two volunteer roles available in my 4-H program	1	5	9.1%	10	9	28.8%	25	16	62.1%										
Volunteers are involved at district, state, and regional levels, beyond the scope of their work in my local program	1	15	22.2%	10	22	44.5%	16	8	33.3%										
County agents in my office work together to facilitate high-impact volunteer involvement	6	11	23.6%	27	10	51.4%	12	6	25.0%										
4-H volunteers are involved in identifying potential barriers to allow for increased participation	1	5	8.2%	25	18	58.9%	21	3	32.9%										
<table border="1" style="width: 100%;"> <tr> <td colspan="2">Summated Score</td> </tr> <tr> <td>Mean = 50.27</td> <td>Minimum Score = 13</td> </tr> <tr> <td>s.d. = 8.01</td> <td>Maximum Score = 78</td> </tr> <tr> <td>Range = 34 - 67</td> <td>Skewness Statistic = -.202</td> </tr> <tr> <td></td> <td>Skewness Std. Error = .28</td> </tr> </table>										Summated Score		Mean = 50.27	Minimum Score = 13	s.d. = 8.01	Maximum Score = 78	Range = 34 - 67	Skewness Statistic = -.202		Skewness Std. Error = .28
Summated Score																			
Mean = 50.27	Minimum Score = 13																		
s.d. = 8.01	Maximum Score = 78																		
Range = 34 - 67	Skewness Statistic = -.202																		
	Skewness Std. Error = .28																		

Note: Calculated sums may not equal totals due to the rounding of figures. The **modal category** is bolded and underlined.

Table 4.10 reports data reported concerning the respondents level of agreement with statements relevant to Action Principle 2 (combine inspiring leadership with effective management). One hundred percent of respondents agreed that 4-H volunteers make a difference in the lives of clientele and 88.9% disagreed with the statement that they were not aware of volunteer resources available to support their 4-H programs. More than 95% indicated that district directors support volunteer involvement, 55.6% agree that all Extension agents in their county office are knowledgeable of volunteer management practices, and 75% agreed that 4-H youth development agents who manage volunteers don't get much other work done.

More than 90% of respondents agreed that they are aware of a volunteer specialist position at the state 4-H office, 97.3% indicated that 4-H volunteers should work during regular business hours, that 4-H volunteers are not in a position to make an impact on our clientele, and that working with volunteers is not really a vital part of their jobs. More than 84% of respondents indicated that more support is needed from the organization to work more effectively with 4-H volunteers, 59.2% disagreed with the statement that the volunteer management function in the local office rests with the 4-H agent, 70.4% agreed that information on regarding volunteer liability has helped address volunteer concerns more proactively and 95.9% indicated that 4-H volunteers do not influence the impact the local program has on the community. Just over 86% indicated agreement that state staff persons are able to assist with questions related to volunteer management and 86.3% indicated agreement that 4-H volunteers are willing to assist in identifying and removing barriers to participation. The mean summated score on level of agreement was 66.67 in a data set where the minimum possible score was 19 and the maximum possible score was 114.

Table 4.10
 Frequency Statistics for Level of Agreement: Action Principle 2

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
I believe 4-H volunteers make a difference in the lives of our clientele	0	0	0	0.0%	3	17	53	100.0%
At this time, I am not aware of volunteer resources (printed or other) in the NC 4-H program	27	26	11	88.9%	7	1	0	11.1%
My district director supports my involvement of volunteers	0	1	2	4.1%	9	25	36	95.9%
All Extension agents in my county office are knowledgeable about the accepted volunteer management practices within NC 4-H Youth Development	5	14	13	44.4%	22	14	4	55.6%
4-H Youth Development agents who manage volunteers don't get much other work done	1	6	11	25.0%	23	20	11	75.0%
I am aware that there is a volunteer development specialist position within the NC State 4-H Office	0	3	4	9.9%	12	25	27	90.1%
4-H volunteers should work during regular business hours so that Extension agents don't have to work evenings and weekends	1	0	1	2.7%	16	33	22	97.3%
4-H volunteers are not in a position to make an impact on our clientele	1	1	0	2.7%	3	27	41	97.3%

71

Table 4.10 (continued)

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
Working with volunteers is really not a vital part of my job	2	0	0	2.7%	4	30	37	97.3%
My county director supports the involvement of 4-H volunteers	1	0	2	4.2%	5	18	46	95.8%
In our office, one agent serves as the volunteer management resource	22	22	8	72.2%	11	3	5	26.8%
In my office, all paid staff work together to encourage volunteer involvement in 4-H	6	11	12	40.8%	20	16	6	59.2%
Extension agents need more support from the organization in order to work more effectively with 4-H volunteers	1	1	9	15.3%	20	19	22	84.7%
4-H volunteers are the responsibility of the agent for whom they are working	4	9	8	29.6%	17	26	7	70.4%
In our office, the volunteer management function is solely the responsibility of the 4-H agent	4	21	17	59.2%	12	13	4	40.8%
Information from the state level regarding volunteer liability has helped me address volunteer concerns more proactively	1	9	11	29.6%	24	19	7	70.4%
4-H volunteers do not influence the impact my program has on this community	1	0	2	4.1%	5	21	44	95.9%

72

Table 4.10 (continued)

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	<u>Percent Disagree</u>	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<u>Percent Agree</u>
A state staff person is able to assist me with questions pertaining to volunteer management	1	5	4	13.4%	21	<u>29</u>	12	86.1%
4-H volunteers are willing to assist in identifying and removing barriers to participation	1	2	7	13.7%	25	<u>34</u>	4	86.3%

<p>Summated Score Mean = 66.67 s.d. = 6.54 Range = 36 - 82</p>	<p>Minimum Score = 19 Maximum Score = 114 Skewness Statistic = -1.28 Skewness Std. Error = .28</p>
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Note: Calculated sums may not equal totals due to the rounding of figures.
 The **modal category** is bolded and underlined.

Table 4.11 and Table 4.12 present the data collected relevant to perceptions of importance and practice of Action Principle 3 (build understanding and collaboration). Almost 70% of respondents indicated that following organizational policies for volunteer involvement was very important while 47.2% indicated this was usually practiced. Almost 85% indicated that it was very important for 4-H volunteers to be treated as part of the 4-H team and almost 80% indicated that this was usually practiced. Just over 79% indicated that it was very important to give volunteers a chance to share their success stories with each other, and 42.5% indicated that this was practiced. More than 90% indicated that it was very important to be as accessible as reasonably possible to 4-H volunteers and 86.3% indicated that this was usually their practice.

Just over 47% indicated that it was very important and 43.1% indicated that it was important for volunteers' annual evaluations to provide feedback for improved volunteer/paid staff relations, while 40.8% indicated no real practice and 46.5% indicated on occasionally or often practicing this feedback process. Of the respondents, 86.3% indicated that it was very important to encourage 4-H volunteers to share their personal success stories with the 4-H agent, while 56.2% indicated that this was usually practiced.

In considering the summated scores for level of importance and level of practice related to Action Principle 3, the mean score for importance was 66.43 and the mean score for practice was 57.47. These are considering possible minimum scores of 14 and possible maximum scores of 84.

Table 4.11
 Frequency Statistics for Level of Importance: Action Principle 3

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
I follow current organizational policies on volunteer involvement to meet the needs of my program participants	0	1	1.4%	1	20	28.8%	26	25	69.8%
4-H volunteers are treated as members of our 4-H team	0	1	1.4%	1	9	13.7%	19	43	84.9%
I give volunteers a chance to share their successes with each other	0	1	1.4%	2	12	19.4%	36	21	79.2%
When hearing of a volunteer's success in a new or unusual endeavor, I sometimes consider new opportunities for my volunteers	0	1	1.4%	2	23	35.2%	29	16	63.4%
When a volunteer comes to me with a grievance, I handle it on my own	0	4	5.6%	8	28	50.7%	22	9	43.7%
I make a point of sharing our volunteers' success stories with the media	1	0	1.4%	1	15	21.9%	29	27	76.7%
I make a point of sharing our volunteers' success stories with other volunteers	0	1	1.4%	1	20	29.2%	36	14	69.4%

Table 4.11 (continued)

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
When a volunteer comes to me with a grievance, I feel compelled to consult state specialists or administrators	4	10	19.7%	25	15	56.4%	10	7	23.9%
I try to be as accessible as reasonably possible to my volunteers	0	1	1.4%	0	6	8.2%	25	41	90.4%
I routinely seek new roles for volunteers within my own program	0	1	1.4%	4	19	31.9%	35	13	66.7%
I make a point of sharing 4-H volunteer success stories with colleagues	0	1	1.4%	4	25	39.7%	31	12	58.9%
I am able to plan for volunteer involvement in my program area	1	0	1.4%	2	20	30.6%	31	18	68.0%
Annual 4-H volunteer evaluations provide feedback for improved paid/volunteer staff relations	2	5	9.7%	11	20	43.1%	21	13	47.2%

Table 4.11 (continued)

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
I encourage 4-H volunteers to share their success stories with me	0	1	1.4%	2	7	12.3%	40	23	86.3%

Summated Score
 Mean = 66.43 Minimum Score = 14
 s.d. = 8.83 Maximum Score = 84
 Range = 25 - 83 Skewness Statistic = -1.298
 Skewness Std. Error = .28

77

Note: Calculated sums may not equal totals due to the rounding of figures.
 The **modal category** is bolded and underlined.

Table 4.12
 Frequency Statistics for Level of Practice: Action Principle 3

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	<i>No Real Practice</i>	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced
I follow current organizational policies on volunteer involvement to meet the needs of my program participants	0	2	2.8%	11	25	50.0%	22	12	47.2%
4-H volunteers are treated as members of our 4-H team	0	0	0.0%	4	15	26.1%	30	24	73.9%
I give volunteers a chance to share their successes with each other	0	6	8.2%	15	21	49.3%	17	14	42.5%
When hearing of a volunteer's success in a new or unusual endeavor, I sometimes consider new opportunities for my volunteers	1	5	8.3%	19	24	59.7%	15	8	32.0%
When a volunteer comes to me with a grievance, I handle it on my own	2	14	22.2%	12	24	50.0%	16	4	27.8%
I make a point of sharing our volunteers' success stories with the media	2	7	12.3%	13	18	42.5%	22	11	45.2%
I make a point of sharing our volunteers' success stories with other volunteers	0	7	9.6%	16	22	52.1%	21	7	38.3%

Table 4.12 (continued)

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	<i>No Real Practice</i>	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced
When a volunteer comes to me with a grievance, I feel compelled to consult state specialists or administrators	1	9	14.1%	8	22	42.3%	23	8	43.6%
I try to be as accessible as reasonably possible to my volunteers	0	0	0.0%	2	8	13.7%	30	33	86.3%
I routinely seek new roles for volunteers within my own program	1	2	4.2%	15	23	53.5%	24	6	42.3%
I make a point of sharing 4-H volunteer success stories with colleagues	0	1	1.4%	22	23	61.6%	19	8	37.0%
I am able to plan for volunteer involvement in my program area	0	3	4.2%	16	19	48.6%	21	13	47.2%
Annual 4-H volunteer evaluations provide feedback for improved paid/volunteer staff relations	9	20	40.8%	27	6	46.5%	5	4	12.7%

Table 4.12 (continued)

<i>Item</i>	<u><i>Never</i></u> <i>Practiced</i>	<u><i>Rarely</i></u> <i>Practiced</i>	<u>No Real</u> <u>Practice</u>	<u><i>Occasionally</i></u> <i>Practiced</i>	<u><i>Often</i></u> <i>Practiced</i>	<u>Practiced</u>	<u><i>Typically</i></u> <i>Practiced</i>	<u><i>Always</i></u> <i>Practiced</i>	<u>Usually</u> <u>Practiced</u>
I encourage 4-H volunteers to share their success stories with me	0	2	2.7%	10	20	41.1%	23	18	56.2%

Summated Score
 Mean = 57.41 Minimum Score = 14
 s.d. = 9.27 Maximum Score = 84
 Range = 38 - 76 Skewness Statistic = -.072
 Skewness Std. Error = .28

Note: Calculated sums may not equal totals due to the rounding of figures.
 The **modal category** is bolded and underlined.

Table 4.13 reports data regarding respondents levels of agreement with statements concerning Action Principle 3 (build understanding and collaboration). Almost 81% of respondents disagreed with the idea that current volunteer policies are too rigid. More than 90% agreed that 4-H volunteers who are too successful can make the agent look bad, 55.7% agreed that volunteers should not be called “paid staff,” 88.9% agreed that it is not important to share volunteers’ success stories with other volunteers, and 90.3% agreed that it is not important to share volunteer success stories with other paid Extension staff. Just over 87% indicated agreement with the idea that volunteers can provide valuable insights on policy issues, 95.9% agreed that they are expected to make informed decisions about managing their own volunteers, 77.8% indicated agreement that 4-H volunteers are not interested in one another beyond their common volunteer jobs, and 94.5% indicated that they agreed that there was no value in sharing volunteer success stories with others. In addition, 65.7% agreed that they are able to set their own volunteer policies, 66.7% agreed that volunteers will participate positively in teambuilding with paid staff and 76.7% indicated that paid staff would be willing to participate in teambuilding with volunteers. The mean summated score on level of agreement was 36.82 in a data set where the minimum possible score was 12 and the maximum possible score was 72.

Table 4.13
 Frequency Statistics for Level of Agreement: Action Principle 3

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
Current volunteer policies are too rigid	11	28	19	80.6%	12	1	1	19.4%
4-H volunteers who are too successful can make agents look bad	1	3	3	9.7%	2	30	33	90.3%
4-H volunteers should not be considered “paid staff”	6	14	11	44.3%	13	19	7	55.7%
It is not important to share volunteers’ success stories with other volunteers	2	2	4	11.1%	6	31	27	88.9%
It is not important to share 4-H volunteers’ success stories with other paid Extension staff	1	3	3	9.7%	12	36	17	90.3%
Volunteers can provide valuable perspectives on policy issues	0	2	7	12.5%	22	25	16	87.5%
As a county agent, I am expected to make informed decisions about managing my 4-H volunteers	0	0	3	4.1%	10	40	19	95.9%
4-H volunteers are not interested in one another beyond the scope of their common volunteer assignments	1	4	11	22.2%	18	29	9	77.8%
I am able to set my own volunteer policies	3	7	14	34.3%	30	14	2	65.7%
4-H volunteers will participate positively in exercises for teambuilding with paid staff	1	9	13	33.3%	27	18	1	66.7%

Table 4.13 (continued)

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
I see no value in sharing 4-H volunteer success stories with others	0	1	3	5.5%	4	<u>33</u>	32	94.5%
Paid staff members are willing to participate in relationship building activities with 4-H volunteers	1	6	10	23.3%	<u>29</u>	23	4	76.7%

Summated Score	
Mean = 36.82	Minimum Score = 12
s.d. = 4.98	Maximum Score = 72
Range = 17 - 51	Skewness Statistic = -.708
	Skewness Std. Error = .28

Note: Calculated sums may not equal totals due to the rounding of figures.
 The **modal category** is bolded and underlined.

Table 4.14 and Table 4.15 report data related to levels of importance and levels of practice concerning Action Principle 4 (learn, grow and change). Almost 62% of respondents indicated that it was very important to ask volunteers what motivates them, but only 26% indicated that it was usually practiced. More than 72% indicated that it was very important to recruit volunteers from all geographic segments of the community, but only 31.5% indicated that they usually do. More than 67% of respondents indicated that it was very important to regularly ask volunteers how their volunteer experience could be improved, while 30.1% reported usually practicing this habit. Almost 71% reported that it was very important to attempt to engage new volunteer groups in 4-H volunteer work, but only 26.7% indicated that they usually engage in this practice.

More than 82% of respondents indicated that it was very important to look for ways to improve the volunteers' experiences while 47.9% indicated that they usually practice this strategy for improvement. Almost 73% reported that it was very important to recruit volunteers from all economic segments of the community and 79.2% indicated it was very important to recruit from all ethnic groups in their communities, but levels of practice were 50.0% and 51.3% respectively. Just over 64% indicated that it was very important for 4-H volunteers to have opportunities to give the agent feedback about management performance, you only 27.4% usually practice this strategy. Finally, 58% of respondents indicated that it was very important to specifically recruit volunteers from the target population being served, while 26.1% indicated that this was usually practiced.

In considering the summated scores for level of importance and level of practice related to Action Principle 4, the mean score for importance was 65.85 and the mean score for practice was 65.85. These are considering possible minimum scores of 14 and possible maximum scores of 84.

Table 4.14
 Frequency Statistics for Level of Importance: Action Principle 4

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
I ask my volunteers what motivates them	0	1	1.4%	3	24	37.0%	35	10	61.6%
I consistently recruit volunteers from all geographic segments of my community	0	1	1.4%	3	16	26.0%	27	26	72.6%
I make programmatic management changes in order to improve my volunteers' experiences	0	1	1.4%	2	27	40.3%	32	10	58.3%
85 I do not generally involve members of the target population I work with as volunteers	11	6	26.6%	16	5	32.8%	14	12	40.6%
I regularly ask my volunteers how their volunteer experience could be improved	1	0	1.4%	3	20	31.5%	29	20	67.1%
I attempt to engage new volunteer groups who have not historically worked as 4-H youth development volunteers	1	0	1.4%	4	16	27.8%	33	18	70.8%
I consistently recruit volunteers with all types of educational backgrounds	0	2	2.7%	4	20	32.9%	24	23	64.4%
I look for ways to improve my 4-H volunteers' experiences	0	1	1.4%	0	12	16.4%	36	24	82.2%

Table 4.14 (continued)

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	<i>No Real Importance</i>	<i>Somewhat Important</i>	<i>Important</i>	<i>Important</i>	<i>Very Important</i>	<i>Of Utmost Importance</i>	<i>Very Important</i>
I make a point of sharing our volunteers' success stories with other volunteers	1	0	1.4%	0	17	23.3%	<u>30</u>	25	75.3%
I consistently recruit volunteers from all economic segments of my community	1	0	1.4%	3	16	26.0%	<u>27</u>	26	72.6%
I consistently recruit 4-H volunteers from all ethnic groups in my community	0	1	1.4%	2	12	19.4%	<u>31</u>	26	79.2%
8 I attempt to recruit volunteers who have little or no experience with 4-H in addition to recruiting those with 4-H backgrounds	2	2	5.5%	4	14	24.7%	<u>31</u>	20	69.8%
4-H volunteers are given opportunities to give me feedback about my performance as a program manager	2	0	2.7%	5	19	32.9%	<u>27</u>	20	64.4%

Table 4.14 (continued)

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
I specifically recruit volunteers from the targeted group(s) my program serve(s)	0	2	2.9%	5	22	39.1%	30	10	58.0%

Summated Score
 Mean = 65.85
 s.d. = 9.34
 Range = 22 - 81
 Minimum Score = 14
 Maximum Score = 84
 Skewness Statistic = 9.34
 Skewness Std. Error = .28

Note: Calculated sums may not equal totals due to the rounding of figures.
 The **modal category** is bolded and underlined.

Table 4.15
 Frequency Statistics for Level of Practice: Action Principle 4

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	<i>No Real Practice</i>	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced
I ask my volunteers what motivates them	3	10	17.8%	20	21	56.2%	16	3	26.0%
I consistently recruit volunteers from all geographic segments of my community	1	6	9.6%	15	28	58.9%	18	5	31.5%
I make programmatic management changes in order to improve my volunteers' experiences	0	9	12.5%	14	28	58.3%	16	5	29.2%
I do not generally involve members of the target population I work with as volunteers	2	9	15.9%	11	13	34.8%	25	9	49.3%
I regularly ask my volunteers how their volunteer experience could be improved	3	10	17.8%	21	17	52.1%	18	4	30.1%
I attempt to engage new volunteer groups who have not historically worked as 4-H youth development volunteers	0	6	8.5%	23	23	64.8%	15	4	26.7%
I consistently recruit volunteers with all types of educational backgrounds	0	4	5.5%	11	25	49.3%	21	12	45.2%
I look for ways to improve my 4-H volunteers' experiences	0	3	4.2%	7	28	47.9%	25	10	47.9%

Table 4.15 (continued)

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	<i>No Real Practice</i>	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced										
I make a point of sharing our volunteers' success stories with other volunteers	1	3	5.6%	15	<u>25</u>	55.6%	21	7	38.8%										
I consistently recruit volunteers from all economic segments of my community	0	8	11.1%	12	16	38.9%	<u>24</u>	12	50.0%										
I consistently recruit 4-H volunteers from all ethnic groups in my community	0	4	5.6%	16	15	43.1%	<u>26</u>	11	51.3%										
I attempt to recruit volunteers who have little or no experience with 4-H in addition to recruiting those with 4-H backgrounds	0	6	8.2%	13	19	43.8%	<u>24</u>	11	48.0%										
4-H volunteers are given opportunities to give me feedback about my performance as a program manager	4	15	26.0%	<u>19</u>	15	46.6%	14	6	27.4%										
I specifically recruit volunteers from the targeted group(s) my program serve(s)	0	7	10.1%	12	<u>32</u>	63.8%	13	5	26.1%										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Summated Score</td> </tr> <tr> <td>Mean = 65.85</td> <td>Minimum Score = 14</td> </tr> <tr> <td>s.d. = 9.34</td> <td>Maximum Score = 84</td> </tr> <tr> <td>Range = 22 - 81</td> <td>Skewness Statistic = -1.525</td> </tr> <tr> <td></td> <td>Skewness Std. Error = .28</td> </tr> </table>										Summated Score		Mean = 65.85	Minimum Score = 14	s.d. = 9.34	Maximum Score = 84	Range = 22 - 81	Skewness Statistic = -1.525		Skewness Std. Error = .28
Summated Score																			
Mean = 65.85	Minimum Score = 14																		
s.d. = 9.34	Maximum Score = 84																		
Range = 22 - 81	Skewness Statistic = -1.525																		
	Skewness Std. Error = .28																		

Note: Calculated sums may not equal totals due to the rounding of figures. The **modal category** is bolded and underlined.

Table 4.16 presents data related to levels of agreement concerning statements related to Action Principle 4 (learn, grow and change). The data show that 93% of respondents agree that the program's clientele is a major source of prospective volunteers while 54.9% agree that they cannot change organizational policies to meet the needs of individual volunteers. Almost 73% agreed that it is difficult to identify potential volunteers from among their clientele who are qualified to serve and 100% indicated agreed that the agent has no responsibility to make the volunteers' jobs more flexible to meet their needs, and that teens and young adults lack the maturity necessary to be 4-H volunteers.

Almost 92% agreed that their volunteers are demographically similar to their clientele and 98.6% agreed that volunteers are not asked to conduct training because they typically lack the knowledge and delivery skills to be successful. Just over 86% agreed that it would be inappropriate to ask volunteers and participants to assist in identifying potential volunteers from their communities. The mean summated score on level of agreement was 23.03 in a data set where the minimum possible score was 8 and the maximum possible score was 48.

Table 4.16
 Frequency Statistics for Level of Agreement: Action Principle 4

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
I regard my program's clientele as a major source of prospective volunteers	0	1	4	7.0%	17	31	18	93.0%
We, as 4-H Youth Development agents, cannot change organizational volunteer policies to suit an individual volunteer's wishes	7	9	16	45.1%	14	16	9	54.9%
It is difficult to identify, among my program's clientele, potential volunteers that are capable and qualified to serve	2	4	14	27.4%	19	30	4	72.6%
16 I have no responsibility to make the volunteers' jobs more flexible to meet their needs	0	0	0	0.0%	9	33	30	100.0%
Teens and young adults do not have the maturity necessary to serve as 4-H volunteers	0	0	0	0.0%	8	30	35	100.0%
Volunteers are not asked to conduct training because they typically lack the knowledge and delivery skills to be successful	0	0	1	1.4%	13	34	24	98.6%
My 4-H volunteers are demographically similar to the clients involved in my program	1	1	4	8.3%	22	34	10	91.7%

Table 4.16 (continued)

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	<u>Percent Disagree</u>	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<u>Percent Agree</u>
It is inappropriate to ask volunteers and program participants to assist in the identification of potential volunteers from their communities	2	3	5	13.7%	6	<u>32</u>	25	86.3%

Summated Score

Mean = 23.03

s.d. = 4.14

Range = 5 - 30

Minimum Score = 8

Maximum Score = 48

Skewness Statistic = -1.05

Skewness Std. Error = .28

Note: Calculated sums may not equal totals due to the rounding of figures.
The **modal category** is bolded and underlined.

Objective 6: Describe perceptions of North Carolina 4-H Youth Development agents regarding organizational readiness for utilizing episodic volunteers.

Tables 4.17 and 4.18 present the data collected regarding perceived levels of importance and levels of practice of items related to organizational readiness to involve episodic volunteers. As illustrated in Table 4.17, 64.4% of respondents indicated that it was very important to have volunteers serving in only episodic positions and 50 % indicated that they did usually have such volunteers. While 41.6% indicated that it was very important and 48.6% reported that it was important to have a written position description for every position, only 7% reported usually having position descriptions for all positions and another 59.7% indicated that they occasionally or often practiced this concept.

Just over 53% indicated that it was very important for all volunteers to participate in the same orientation process while 32.9% indicated that this was usually practiced. More than 60% indicated that it was very important to assist older youth and young adults in identifying episodic volunteer opportunities, while 39.8% reported usually practicing this concept. More than 57% indicated that it was very important for ongoing volunteers to understand the value of episodic volunteers in the organization but only 31.5% reported this was usually their practice. Almost 74% of respondents indicated that it was very important for episodic volunteers to supplement the work of ongoing volunteers, and 53.4% reported usually practicing this technique.

More than 84% of respondents indicated that it was very important for all 4-H volunteers to be appropriately recognized and acknowledged while 65.7% usually practice this model. Exactly 62% of respondents indicated that it was very important to conduct more rigorous screening for ongoing volunteers than for episodic volunteers, while 43% reported that this was usually practiced. Just over 56% indicated that it was very important to ongoing and episodic volunteers to be offered the same opportunities for recognition and training and 37% reported usually practicing this technique. Another 50.7% reported that

they occasionally or often practice this strategy for volunteer training. Almost 70% indicated that it was very important for their supervisor to understand the value of episodic volunteers in 4-H while 60.3% indicate that this is usually practiced. Finally, 72.2% of respondents indicated that it was very important that some tasks or assignments be more appropriate for episodic volunteers while 59.7% reported usually practicing this concept.

In considering the summated scores for level of importance and level of practice related to organizational readiness for episodic volunteers, the mean score for importance was 51.70 and the mean score for practice was 45.27. These are considering possible minimum scores of 11 and possible maximum scores of 66.

Table 4.17

Frequency Statistics for Level of Importance: Organizational Readiness for Episodic Volunteers

<i>Item</i>	<i>Not Important</i>	<i>Of Little Importance</i>	No Real Importance	<i>Somewhat Important</i>	<i>Important</i>	Important	<i>Very Important</i>	<i>Of Utmost Importance</i>	Very Important
I have volunteers in my program who only serve in episodic positions	1	2	4.1%	7	16	31.5%	27	20	64.4%
There is a written position description for every volunteer position in my 4-H program	3	4	5.6%	14	21	48.6%	23	7	41.6%
All volunteers in my program participate in the same orientation process	2	0	2.7%	14	18	43.8%	25	14	53.4%
I assist older youth or young adults involved or just aging out of my program in identifying appropriate episodic volunteer opportunities	0	1	1.4%	4	24	38.4%	26	18	60.3%
Ongoing volunteers understand the value of episodic volunteers in meeting the organizational goals and objectives	1	0	1.4%	5	25	41.1%	29	13	57.5%
Episodic volunteers supplement the work of ongoing volunteers in my program	1	0	1.4%	6	12	25.0%	34	19	73.6%
All 4-H volunteers are recognized and acknowledged appropriately	1	0	1.4%	1	10	15.1%	18	43	84.7%

Table 4.18
 Frequency Statistics for Level of Practice: Readiness for Episodic Volunteers

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	<i>No Real Practice</i>	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced
I have volunteers in my program who only serve in episodic positions	0	2	2.7%	15	19	47.2%	23	13	50.0%
There is a written position description for every volunteer position in my 4-H program	9	15	33.3%	29	14	59.7%	5	0	7.0%
All volunteers in my program participate in the same orientation process	4	9	17.8%	19	17	49.3%	16	8	32.9%
I assist the older youth or young adults involved or just aging out of my program in identifying appropriate episodic volunteer opportunities	4	8	16.4%	14	18	43.8%	17	12	39.8%
Ongoing volunteers understand the value of episodic volunteers in meeting the organizational goals and objectives	0	7	9.6%	21	22	58.9%	20	3	31.5%
Episodic volunteers supplement the work of ongoing volunteers in my program	1	4	6.9%	13	16	39.7%	26	13	53.4%
All 4-H volunteers are recognized and acknowledged appropriately	0	1	1.4%	5	19	32.9%	30	18	65.7%

Table 4.18 (continued)

<i>Item</i>	<i>Never Practiced</i>	<i>Rarely Practiced</i>	No Real Practice	<i>Occasionally Practiced</i>	<i>Often Practiced</i>	Practiced	<i>Typically Practiced</i>	<i>Always Practiced</i>	Usually Practiced
More rigorous volunteer screening is conducted for ongoing volunteers than for episodic volunteers	5	8	18.1%	11	17	38.9%	<u>19</u>	12	43.0%
Ongoing and episodic volunteers are offered the same opportunities for training and recognition in my program	0	9	12.3%	18	<u>19</u>	50.7%	16	11	37.0%
My supervisor understands the value of episodic 4-H volunteers	2	0	2.7%	10	17	37.0%	<u>26</u>	18	60.3%
Some tasks or assignments are more appropriate for episodic volunteers	0	3	4.2%	8	18	36.1%	21	<u>22</u>	59.7%

Summated Score
 Mean = 45.27
 s.d. = 6.56
 Range = 29 - 62
 Minimum Score = 11
 Maximum Score = 66
 Skewness Statistic = -.045
 Skewness Std. Error = .28

Note: Calculated sums may not equal totals due to the rounding of figures.
 The **modal category** is bolded and underlined.

Table 4.19 reports the data related to respondents levels of agreement with statements concerning perceptions of organizational readiness for involvement of episodic volunteers. Exactly 89% reported agreement with the concept that episodic volunteers are not a critical component of their volunteer programs. Respondents were almost evenly divided, 52.1% disagreed while 47.9% agreed, on the concept of episodic volunteer not being interested in additional training opportunities in the organization.

Just over 78% agreed that the traditional nature of the 4-H program requires long term volunteers to be of service to the clientele. More than 86% agreed that episodic volunteers need not be evaluated because of the short term of their service and another 93.2% agreed that there is little value in putting episodic volunteers on mailing lists for newsletters and other organizational materials.

More than 82% agreed that long-term volunteers are resentful of the recognition provided to episodic volunteers and 97.2% agreed that episodic volunteers are “more trouble than they are worth.” Almost 84% agreed that county extension directors recognize the value of episodic volunteers in the county program, 94.5% agreed that episodic volunteers require too much time and energy to be a viable option for 4-H, and 90% agreed that it would be inappropriate to utilize experienced volunteers to manage episodic volunteers. The mean summated score on level of agreement was 25.01 in a data set where the minimum possible score was 10 and the maximum possible score was 60.

Table 4.19

Frequency Statistics for Level of Agreement: Organizational Readiness for Episodic Volunteers

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	<u>Percent Disagree</u>	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<u>Percent Agree</u>
Episodic volunteers are not a critical component of my volunteer program	2	1	5	11.0%	14	25	<u>26</u>	89.0%
Episodic 4-H volunteers are not interested in participating in extra training opportunities in my organization	2	9	<u>27</u>	52.1%	19	14	2	47.9%
The traditional nature of the 4-H program requires placement of only volunteers who will commit to an ongoing term of service to be of value to the clientele	1	7	8	21.9%	16	<u>29</u>	12	78.1%
Episodic volunteers need not be evaluated since their terms of service are of short duration	0	0	10	13.9%	14	<u>29</u>	19	86.1%
There is little value in putting episodic volunteers on a mailing list for newsletters and other organizational materials	0	4	1	6.8%	5	30	<u>33</u>	93.2%
Long-term 4-H volunteers are resentful of the recognition provided to episodic volunteers in my program	0	2	11	17.8%	12	<u>37</u>	11	82.2%
Episodic volunteers are more trouble than they are worth	0	0	2	2.3%	8	<u>33</u>	29	97.2%

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Table 4.19 (continued)

<i>Item</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Moderately Disagree</i>	Percent Disagree	<i>Moderately Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>	Percent Agree
County directors recognize the value of episodic volunteers in local 4-H programs	2	2	8	16.4%	13	<u>35</u>	13	83.6%
Episodic volunteers require too much energy and time to be a viable option in 4-H	1	0	3	5.5%	4	<u>33</u>	32	94.5%
It would be inappropriate for me to utilize experienced volunteers to manage episodic volunteers	0	1	6	10.0%	24	<u>32</u>	7	90.0%

Summated Score

Mean = 25.01

s.d. = 4.93

Range = 13 - 41

Minimum Score = 10

Maximum Score = 60

Skewness Statistic = .640

Skewness Std. Error = .28

Note: Calculated sums may not equal totals due to the rounding of figures.
The **modal category** is bolded and underlined.

Objective 7: Investigate possible relationships between agents' personal and professional characteristics and agents' perceptions of organizational effectiveness in utilizing volunteers and readiness for episodic volunteers.

Table 4.20 summarizes the relationships among the personal demographic variables in the study. These correlational data reveal 5 moderate relationships and 42 low relationships according to the Davis (1971) conventions.

Moderate positive relationships were identified between the respondents personal participation in episodic volunteer activity and several dependent variables: level of practice of Action Principle 3 (.324), level of importance of Action Principle 4 (.359), level of practice of Action Principle 4 (.359), level of importance of Readiness for Episodic Volunteers (.335), and level of practice of Readiness for Episodic Volunteers. Also, a moderate positive relationship was found between respondents' age and level of agreement with Readiness for Episodic Volunteers.

A positive association among the constructs is indicative that high scores on one variable tend to be associated with high scores on another variable. (Elifson, Runyon & Haber, 1998). For this objective, the scores relative to agents' perceptions of importance, levels of practice and levels of agreement with the four Action Principles and with the constructs of organizational readiness for episodic volunteering all increased, though the rates of increase were not equal.

Table 4.20
 Associations among selected personal characteristics, the Action Principles and
 Organizational Readiness for Episodic Volunteers

<i>Items</i>	<i>Age*</i> <i>N=73</i>	<i>Race*</i> <i>N=73</i>	<i>Gender**</i> <i>N=73</i>	<i>Individual Vol. Activity**</i> <i>N=73</i>	<i>Was Volunteer Activity Episodic*</i> <i>N=72</i>
Action Principle 1					
Importance	.089	.214	-.176	-.045	.254
Practice	.138	.053	.089	-.137	.289
Agreement	.177	.189	-.198	.113	.150
Action Principle 2					
Importance	.048	.181	-.179	-.056	.252
Practice	.116	.172	.063	.089	.239
Agreement	.251	.098	-.091	.021	.172
Action Principle 3					
Importance	.077	.168	-.186	-.123	.277
Practice	.156	.138	.002	-.099	.324
Agreement	.130	.179	.007	.125	.220
Action Principle 4					
Importance	.232	.238	-.096	-.160	.359
Practice	.232	.238	-.096	-.160	.359
Agreement	.105	.077	.016	.019	.251
Readiness for Episodic Volunteers					
Importance	.080	.185	-.168	-.063	.335
Practice	.174	.265	.018	-.084	.379
Agreement	.364	.152	.163	.017	.056

*Eta coefficient

**Point-biserial coefficient

Tables 4.21, 4.22, 4.23, 4.24, and 4.25 present the relationships among the professional characteristics of respondents and the dependent variables. These correlational data report 8 positive moderate relationships and 48 low relationships.

According to the data, there are moderate positive relationships between the respondents Academic Major and several dependent variables: level of agreement of Action Principle 1, level of practice of Action Principle 2 (.335), level of practice of Action Principle 3 (.343), level of importance of Action Principle 4 (.301), level of practice of Action Principle 4 (.301), and level of importance of Readiness for Episodic Volunteers. In addition, moderate positive relationships are shown between participation in extension sponsored volunteer management training and level of agreement of Action Principle 1 (.362) and between participation in extension sponsored volunteer management training and level of agreement of Action Principle 2 (.348). There is also a moderate positive relationship between participation in non-extension sponsored volunteer management training and level of practice of Readiness for Episodic Volunteers (.371).

Table 4.21
Associations Among Selected Professional Characteristics and Action Principle 1

<i>Variables</i>	<i>Level of Importance</i>	<i>Level of Practice</i>	<i>Level of Agreement</i>
Academic Major ^b	.188 (N = 70)	.188 (N = 70)	.313 (N = 70)
Level of Education ^d	.046 (N = 72)	.050 (N = 72)	-.038 (N = 72)
Years of Experience as 4-H Youth Development Agent ^c	.014 (N = 68)	.079 (N = 68)	-.202 (N = 68)
Participation in Extension-Sponsored Volunteer Management Training ^a	.241 (N = 73)	.147 (N = 73)	.362 (N = 73)
Participation in Non-Extension Sponsored Volunteer Management Training ^a	.072 (N = 73)	.178 (N = 73)	.034 (N = 73)
Years of Experience as a Volunteer Manager ^c	-.084 (N = 73)	.059 (N = 73)	-.158 (N = 73)
Percentage of Extension Appointment in 4-H Youth Development Work ^c	-.060 (N = 72)	-.081 (N = 72)	.093 (N = 72)

^a Point-biserial coefficient (r). ^b Eta coefficient (η).

^c Pearson product-moment coefficient (r). ^d Spearman rank-order coefficient (r_s).

Moderate association statistics are shown in *italics* in the table

Table 4.22
Associations Among Selected Professional Characteristics and Action Principle 2

<u>Variables</u>	<u>Level of Importance</u>	<u>Level of Practice</u>	<u>Level of Agreement</u>
Academic Major ^b	.238 (N = 70)	.335 (N = 70)	.290 (N = 70)
Level of Education ^d	-.005 (N = 72)	.061 (N = 72)	.020 (N = 72)
Years of Experience as 4-H Youth Development Agent ^c	.088 (N = 68)	.126 (N = 68)	-.079 (N = 68)
Participation in Extension-Sponsored Volunteer Management Training ^a	.181 (N = 73)	.056 (N = 73)	.348 (N = 73)
Participation in Non-Extension Sponsored Volunteer Management Training ^a	.114 (N = 73)	.264 (N = 73)	.019 (N = 73)
Years of Experience as a Volunteer Manager ^c	-.030 (N = 73)	.065 (N = 73)	-.023 (N = 73)
Percentage of Extension Appointment in 4-H Youth Development Work ^c	-.087 (N = 72)	-.093 (N = 72)	-.080 (N = 72)

^a Point-biserial coefficient (r). ^b Eta coefficient (η).

^c Pearson product-moment coefficient (r). ^d Spearman rank-order coefficient (r_s).

Moderate association statistics are shown in *italics* in the table

Table 4.23
Associations Among Selected Professional Characteristics and Action Principle 3

<i>Variables</i>	<i>Level of Importance</i>	<i>Level of Practice</i>	<i>Level of Agreement</i>
Academic Major ^b	.296 (N = 70)	.343 (N = 70)	.136 (N = 70)
Level of Education ^d	.064 (N = 72)	.077 (N = 72)	.143 (N = 72)
Years of Experience as 4-H Youth Development Agent ^c	.112 (N = 68)	.171 (N = 68)	.082 (N = 68)
Participation in Extension-Sponsored Volunteer Management Training ^a	.231 (N = 73)	.181 (N = 73)	.037 (N = 73)
Participation in Non-Extension Sponsored Volunteer Management Training ^a	.154 (N = 73)	.175 (N = 73)	.059 (N = 73)
Years of Experience as a Volunteer Manager ^c	.000 (N = 73)	.101 (N = 73)	.155 (N = 73)
Percentage of Extension Appointment in 4-H Youth Development Work ^c	-.053 (N = 72)	-.040 (N = 72)	-.002 (N = 72)

^a Point-biserial coefficient (r). ^b Eta coefficient (η).

^c Pearson product-moment coefficient (r). ^d Spearman rank-order coefficient (r_s).

Moderate association statistics are shown in *italics* in the table

Table 4.24
Associations Among Selected Professional Characteristics and Action Principle 4

<i>Variables</i>	<i>Level of Importance</i>	<i>Level of Practice</i>	<i>Level of Agreement</i>
Academic Major ^b	<i>.301</i> (N = 70)	<i>.301</i> (N = 70)	.147 (N = 70)
Level of Education ^d	.154 (N = 72)	.154 (N = 72)	-.127 (N = 72)
Years of Experience as 4-H Youth Development Agent ^c	.096 (N = 68)	.096 (N = 68)	-.120 (N = 68)
Participation in Extension-Sponsored Volunteer Management Training ^a	.179 (N = 73)	.179 (N = 73)	.166 (N = 73)
Participation in Non-Extension Sponsored Volunteer Management Training ^a	.092 (N = 73)	.092 (N = 73)	-.066 (N = 73)
Years of Experience as a Volunteer Manager ^c	.021 (N = 73)	.021 (N = 73)	-.047 (N = 73)
Percentage of Extension Appointment in 4-H Youth Development Work ^c	-.174 (N = 72)	-.174 (N = 72)	.119 (N = 72)

^a Point-biserial coefficient (r). ^b Eta coefficient (η).

^c Pearson product-moment coefficient (r). ^d Spearman rank-order coefficient (r_s).

Moderate association statistics are shown in *italics* in the table

Table 4.25
 Associations Among Selected Professional Characteristics and Organizational Readiness for
 Episodic Volunteers

<i>Variables</i>	<i>Level of Importance</i>	<i>Level of Practice</i>	<i>Level of Agreement</i>
Academic Major ^b	<i>.302</i> (N = 70)	.280 (N = 70)	.162 (N = 70)
Level of Education ^d	.103 (N = 72)	.175 (N = 72)	.060 (N = 72)
Years of Experience as 4-H Youth Development Agent ^c	.110 (N = 68)	.233 (N = 68)	.032 (N = 68)
Participation in Extension- Sponsored Volunteer Management Training ^a	.227 (N = 73)	.268 (N = 73)	.073 (N = 73)
Participation in Non-Extension Sponsored Volunteer Management Training ^a	.129 (N = 73)	<i>.371</i> (N = 73)	-.190 (N = 73)
Years of Experience as a Volunteer Manager ^c	.006 (N = 73)	.165 (N = 73)	.103 (N = 73)
Percentage of Extension Appointment in 4-H Youth Development Work ^c	-.134 (N = 72)	-.192 (N = 72)	.073 (N = 72)

^a Point-biserial coefficient (r). ^b Eta coefficient (η).

^c Pearson product-moment coefficient (r). ^d Spearman rank-order coefficient (r_s).

Moderate association statistics are shown in *italics* in the table

Objective 8: Investigate possible relationships between county 4-H program characteristics, including volunteer program characteristics, and agents' perceptions of organizational effectiveness in utilizing volunteers and readiness for episodic volunteers.

Table 4.26 illustrates the relationships among county 4-H program characteristics and agents' perceptions of organizational effectiveness in utilizing and readiness for episodic volunteers. As shown, 30 low relationships were identified in the data analysis. The strongest positive relationship (.237) exists between respondents' level of practice of Action Principle 1 and the number of volunteers participating in their programs. These data indicate that as the number of volunteers participating in the local program increases, the respondents level of practice of those constructs related to laying the foundation through mission and vision increase.

Table 4.26
 Associations among selected program characteristics, the Action Principles and
 Organizational Readiness for Episodic Volunteers

<i>Items</i>	<i>Number of Program Volunteers N=61</i>	<i>Percent of Volunteers in Episodic Roles N=69</i>	<i>County Population N=72</i>	<i>Number of County Residents in 4-H Age Range N=67</i>	<i>Number of County 4-H Participants N=69</i>
Action Principle 1					
Importance	.166	.077	.076	.093	-.014
Practice	.237	.054	.047	.041	.101
Agreement	.049	-.007	.127	.010	-.085
Action Principle 2					
Importance	.105	-.032	.177	.194	-.001
Practice	.154	-.215	.156	.110	.174
Agreement	.047	.129	-.050	.010	.067
Action Principle 3					
Importance	.121	-.050	.031	.067	-.017
Practice	.158	-.191	-.035	-.016	.157
Agreement	.139	-.004	-.094	-.164	.152
Action Principle 4					
Importance	.137	-.021	.059	.102	.062
Practice	.137	-.021	.059	.102	.062
Agreement	.051	.224	-.071	.008	.063
Readiness for Episodic Volunteers					
Importance	.092	.016	.015	.084	-.011
Practice	.211	-.072	.090	.107	.193
Agreement	.052	-.028	-.164	-.144	.137

Pearson product-moment coefficient (r)

Objective 9: Investigate possible relationships between agents' perceptions of organizational effectiveness in utilizing volunteers and agents' perceptions of organizational readiness for episodic volunteers.

Reported in Table 4.27 are the relationships among respondents' perceptions of organizational effectiveness in managing volunteers and organizational readiness for episodic volunteers. Of the 36 relationships examined, 7 associations were "very strong," 6 were "substantial," 11 were "moderate," 11 were "low," and 1 was "negligible" according to the Davis (1971) conventions.

Five of the "very strong" associations existed between level of importance of readiness for episodic volunteering and the following Action Principle areas: level of importance of Action Principle 1 (.874), level of importance of Action Principle 2 (.843), level of importance of Action Principle 3 (.876), level of importance of Action Principle 4 (.849), and level of practice of Action Principle 4 (.849). The other "very strong" associations existed between level of practice of readiness for episodic volunteers and level of practice of Action Principle 1 (.709) and level of practice of readiness for episodic volunteers and level of practice of Action Principle 3 (.763).

These data reflect a pattern of concurrently increasing levels of importance, practice and/or agreement with the various variables. Respondents' perceptions of these identified constructs increased simultaneously, creating positive relationships of various levels. These results are not, however, any indication of causality. The researcher can only say with confidence that there are associations among the constructs based on the data.

Table 4.27
 Associations Among Agents' Perceptions of Organizational Readiness for Episodic
 Volunteers and Organizational Effectiveness in Utilizing Volunteers (Action Principles)

Action Principles	Readiness for Episodic Volunteers		
	<u>Level of Importance</u>	<u>Level of Practice</u>	<u>Level of Agreement</u>
<u>Action Principle 01</u>			
Importance	<u>.874</u>	.504	-.448
Practice	.394	<u>.709</u>	-.203
Agreement	.250	.298	.209
<u>Action Principle 02</u>			
Importance	<u>.843</u>	.461	-.449
Practice	.396	.661	-.167
Agreement	.207	.277	.379
<u>Action Principle 03</u>			
Importance	<u>.876</u>	.552	-.454
Practice	.394	<u>.763</u>	-.149
Agreement	-.174	-.057	.534
<u>Action Principle 04</u>			
Importance	<u>.849</u>	.501	-.387
Practice	<u>.849</u>	.501	-.387
Agreement	-.160	-.210	.494

Pearson product-moment coefficient (r) used. N = 73
 Very strong association statistics are underlined in the table.

Chapter Summary

The purpose of this study was to explore the perceptions of 4-H Extension agents regarding North Carolina Cooperative Extension's effectiveness as an organization in utilizing volunteers, using the Points of Light Foundation's Changing the Paradigm project report (1992) as a basis. This was an exploratory, descriptive, correlational study which considered not only the perceptions of North Carolina 4-H youth development agents related to these constructs, but also examined possible relationships among selected personal and professional characteristics and the constructs related to high effectiveness in organizations utilizing volunteers.

The study revealed low and moderate relationships among the selected personal and professional characteristics and the constructs identified for the study. There were, however, strong relationships identified among agents' perceptions of importance, levels of practice and levels of agreement with the four Action Principles and organizational readiness for episodic volunteers.

CHAPTER 5

Conclusions and Recommendations

Introduction

Volunteering has been a way of life since the colonization of America. Ellis and Noyes (1990) suggest that the pioneers and innovators who recognized community need, explored and settled new regions of the world and devised plans to assist one another were among the earliest modern volunteers.

In the North Carolina 4-H Youth Development program, 4-H Extension agents utilize the services of volunteers in the delivery of programs to youth and adults (Clark, 1984). These volunteers are critical in providing leadership and in making available a myriad of program activities and development opportunities for young people. The agents' perceptions of the organization's effectiveness in utilizing volunteers impacts their individual comfort in utilizing volunteers and, therefore, impacts the methods they routinely utilize in placing and managing volunteers in their local programs.

The conceptual framework guiding this study explored the relationships among the agents' perceptions of the four Action Principles (Allen, 1995) as identified in the Points of Light Foundation's Changing the Paradigm report, organizational readiness for episodic volunteers (Macduff, 1991) and selected program, personal and professional characteristics. The study was an exploratory, descriptive-correlational study. The population for the study was a census of the North Carolina 4-H youth development agents employed by Cooperative Extension on August 1, 2002. This census consisted of 104 individuals.

Data were collected via a mailed questionnaire survey. The study questionnaire contained four sections: Section I gathered information from respondents related to their perceptions of organizational importance and their levels of practice of various statements related to the organization's effectiveness in utilizing volunteers and readiness to involve episodic volunteers. Section II collected information on the agents' levels of agreement with

various statements measuring the organization's effectiveness in utilizing volunteers and readiness to involve episodic volunteers. Section III gathered information from respondents regarding their county 4-H programs. Section IV collected information related to personal and professional demographics of the respondents.

The researcher utilized the Statistical Package for the Social Sciences (SPSS) for data analysis. Descriptive and correlational statistics were run to satisfy the objectives of the study. The conventions by Davis (1971) were used in describing measures of association.

This chapter provides a discussion of the research objectives and conclusions derived from the statistical tests. Relevant studies from the literature review are discussed in relation to the findings. Additionally, this chapter explores implications for future research and practice in the management of volunteers in 4-H programs and concludes with a brief summary of the findings.

Conclusions

Though only low and moderate relationships were identified in this study, the study's findings have implications for the North Carolina 4-H Youth Development program.

Conclusion 1. North Carolina 4-H Youth Development agents understand the importance of volunteers, and particularly episodic volunteers, to Extension, they possess management skills to involve individuals in these roles, but they have a less than positive attitude toward volunteer management.

In the study, respondents' feedback was sometimes contradictory in that while agents indicated perceiving constructs as very important, and practicing those constructs routinely in their work, their levels of agreement with negative statements was surprisingly high. Respondents agreed that 4-H volunteers are not in a position to make an impact on clientele and that working with volunteers is not a vital part of their job.

The literature indicates that Cooperative Extension is a complex organization, steeped in tradition, and built on a grassroots foundation supported by a university's research-based

knowledge. In examining organizational culture and realizing that in its very definition it is outlined as giving employees a sense of what they should be doing and what behavior is consistent with organizational goals (Rothwell & Sredl, 1992), the researcher made certain assumptions. In interpreting the data, though the agents recognize what is important in the organization, they do only what they must to practice those required concepts. They do not necessarily like having to involve volunteers in all aspects of their programs.

Conclusion 2. Though North Carolina 4-H Youth Development agents view episodic volunteers as important to the organization and they involve episodic volunteers in local programs as a practice, the data indicate that they view episodic volunteers as time consuming and not critical components of their local programs.

The data indicate that agents understand that the organization values the involvement of episodic volunteers, and that they can operationalize the process in order to involve and manage individuals in these roles, but that they do not necessarily like doing it. Macduff (1991) points out that sometimes organizations have a strong commitment to the current volunteer positions as they have been traditionally designed and do not value making the adjustments necessary for involving episodic volunteers. This study data indicated that agents see episodic volunteers as a difficulty with which they must deal, as indicated by a less than positive attitude in terms of their levels of practice and levels of agreement with selected constructs.

Conclusion 3. North Carolina 4-H Youth Development agents recognize the importance of volunteers to the organization and understand how to appropriately manage volunteer involvement, yet they do not necessarily practice those concepts that have been identified as most effective in organizations involving volunteers.

In three of the four Action Principles and in the measures of readiness for episodic volunteers, the data reveal higher summated scores concerning importance to the organization than for practice of the concept in respondents' local programs. For the fourth

Action Principle, the summated scores were equal. As an organization with a one hundred year history, many of the traditions related to how programs are operationalized have long been in place. This may be one of the indicators related to Peters and Waterman's (1982) contentions that high levels of employee autonomy are important. Locally, 4-H Youth Development agents make adjustments to insure that their programs meet the needs of their clientele, and each county program is different. As professionals, they indicated that they recognize what is important to the organization, but practice these strategies only to the extent they perceive them to be locally important management practices.

Conclusion 4. North Carolina 4-H Youth Development agents value the involvement of 4-H volunteers as fund raisers.

The data revealed that more than 94% of respondents involve volunteers in fundraising and value their work in raising funds for local program support. One of the six critical roles identified for 4-H volunteers in North Carolina is that of soliciting funding and increasing public support for the organization (Clark, 1989). Volunteers are not only very effective and efficient conduits to larger community resources they are also potential donors themselves (Estes, 1995). In a quasi-governmental program with 501©3 status as a nonprofit agency which raises on average six dollars to every one dollar of governmental funding invested (NC 4-H Development Fund, 1994), involving volunteers in the fundraising process is one of the organization's most important tools for success. Volunteers and agents work together to insure that adequate funds are available for programs across the state.

Conclusion 5. Volunteers in North Carolina 4-H are viewed as individuals who are important in extending the reach of Cooperative Extension into their communities.

Respondents indicated that volunteers greatly extend Extension's reach into the communities being served and more than 95% indicated that volunteers are viewed in a

positive light by the organization. In addition, 86.3% of respondents reported that they value the input of volunteers in identifying barriers to participation in their local programs.

Glasrud (1999) pointed out, in his work on trends in the volunteer workplace, that volunteers are interested in individualized involvement plans. In the North Carolina 4-H program, volunteers are given opportunities in their roles as advocates to aid the organization in connecting to the greater community to better understand the external issues and to assess current and potential Extension programming to meet expressed needs (Clark, 1989). Again, having an organizational culture that views positively the contributions that volunteers make to the organization is important to highly effective involvement of these individuals.

Conclusion 6. Position descriptions are not widely utilized for volunteers in North Carolina 4-H Youth Development for either ongoing or episodic volunteers.

Though position descriptions are encouraged as part of the organization's volunteer risk management process and sample position descriptions are posted on the North Carolina 4-H web site (Appendix A), respondents indicated that they were not in the practice of utilizing volunteer position descriptions for all of the jobs in their local programs. Use of position descriptions is one of the fundamental components in accepted volunteer administration (Brudney, 1990). Volunteers need the same information that paid staff need in regards to their specific responsibilities, who will be supervising their work, expected hours of service, and other details of the task assignment. Not having these position descriptions in place in many ways jeopardizes the smooth operation of the volunteer program. Ellis (1996) also points out that position descriptions are important tools in volunteer recruitment and retention. Based on the data provided, respondents recognize the importance of position descriptions, but admit that they do not practice this management concept regularly.

Conclusion 7. District and County Extension Directors encourage the involvement of volunteers in local programs.

Swanson (1996) identified management's leadership, departmental leadership, supervisory effectiveness and communication among the 13 components to consider related to understanding organizational culture. When employees view these concepts positively, he indicates, the organizational culture is one that encourages success and the organization is healthy. Based on the respondents' feedback, North Carolina 4-H youth development agents feel that their county, district and state staffs support them in the utilization of volunteers and particularly episodic volunteers. For example, 95.8% indicated that their county director supported the involvement of volunteers in 4-H while 95.9% indicated that their district directors were supportive of volunteer involvement in 4-H. One might then expect that the agents would be more likely to involve volunteers in their local programs.

Conclusion 8. North Carolina 4-H Youth Development agents view volunteer management as a time-consuming task.

Respondents' agreement with statements related to the amount of time and energy required to manage episodic volunteers being too great to be efficient and that episodic volunteers are "more trouble than they are worth" is indicative of an overall concern about the investment required to place effective volunteers in local programs. Volunteer management or volunteer administration has been identified as a "new" profession, having emerged in the past 25 years as a paid staffing component of many service agencies (Fisher & Cole, 1993). In consideration of the fact that in all but one of the counties in North Carolina, 4-H Youth Development agents manage their program volunteers in addition to myriad other responsibilities (one county has a locally funded volunteer development program assistant on staff), it is not surprising that these agents feel that they are committing more time to volunteer management issues than is practical for them.

Conclusion 9. Volunteers are viewed as members of the 4-H team in most counties.

More than 84% of respondents indicated that their 4-H volunteers were viewed as part of the 4-H team by local staff. In reviewing the literature, Baker (1998) points out that organizational climate affects individual performance by being either a motivating or a discouraging factor. Involving volunteers as equals is an important method to gain commitment and encourage retention with the organization.

Conclusion 10. Volunteer evaluations for ongoing and episodic volunteers are not viewed by 4-H Youth Development agents as important tools in managing volunteers.

The study revealed that 47.2% of the respondents view conducting annual volunteer evaluations as being very important or of utmost importance, yet only 12.7% indicate conducting annual volunteer evaluations routinely in their local programs. Glasrud (1999) refers to the “volunteer workplace” as he discusses the changing face of volunteerism. He shares that the reality of understanding just who is volunteering and what their expectations are becomes more important daily as volunteers pick and choose where to invest their time and energy in a limited, very busy schedule. By not conducting evaluations, 4-H Youth Development agents may be missing opportunities for program improvement and volunteer retention. These evaluation sessions can be times to gain valuable information about the volunteer’s individual experience and about how the organization can better meet the needs of the volunteer as well as the clientele (Ellis, 1996). Macduff (1995) encouraged volunteer administrators to include episodic volunteers in their annual evaluation cycles, or to at least offer some follow up to volunteer participation to get a sense of the individual’s experience with the organization. Training on the evaluation of volunteers is included in the Extension-sponsored volunteer management training provided for agents and program assistants in Extension.

Conclusion 11. North Carolina 4-H Youth Development agents view positively the autonomy they are extended in managing their local volunteer programs.

In outlining their common characteristics of effective organizations, Peters and Waterman (1992) indicated that successful companies had several things in common, including a bias for action and for getting things done, allowing high levels of employee autonomy and encouraging entrepreneurial activities in the organization. This concept of setting parameters and allowing county 4-H Youth Development agents to make decisions based on their county's needs has been the mode of operation for Cooperative Extension since its early days. Respondent data indicate that this practice of allowing the counties great latitude in designing and managing programs is satisfactory for them. Respondents indicated that they have been empowered to make programmatic changes to make their volunteers' experiences better, that they actively look for ways to improve their volunteers' experiences and that volunteer feedback is sought regarding program management at the local level, thus supporting the concepts of local autonomy in Extension programming.

Conclusion 12. A majority of the 4-H programs in North Carolina already utilize episodic volunteers to some capacity in their local programs.

More than 95% of respondents indicated that volunteers are serving in positions in their counties which met the definition outlined in this study for episodic volunteering. This is somewhat surprising in that Extension has a one hundred year tradition of involving volunteers in long-term relationships with young people in teaching roles. It is, however, a confirmation of Macduff's (1991) theory that episodic volunteers have been involved in communities for many years, but that they have been called other titles. In Extension, volunteers may provide service as an activity leader, as an event judge, as a camp chaperon, as a transporter of youth or goods, as a speaker at an event, as a judge at the fair, and in any of a number of other roles. Though the terminology may be new, the concept is not new to Extension nor to 4-H.

Implications for Practice

Implication 1. State Extension faculty should devise detailed plans to create an organizational system that is more inviting of episodic volunteers and user-friendly by 4-H Youth Development agents in planning for the involvement of episodic volunteers.

Data revealed that agents view episodic volunteers as time-consuming and not necessarily a good return on the investment locally. Creating appropriate screening and application aids, providing better examples of position descriptions for episodic involvement, sharing information about best practices and providing other tools and resources to help agents better involve episodic volunteers could be means by which to reconfigure agents' attitudes relative to episodic volunteers in local programs. Rothwell and Sredl (1992) point out that one of the three ways to change organizational culture is to furnish people with new ways to approach problems and address issues. This may be a step that could change the climate within Extension related to episodic volunteer involvement.

Implication 2. Extension should continue to offer volunteer-related workshops and seminars for 4-H Youth Development agents and other Extension agents.

The relationship between participation in Extension-sponsored training and respondents who reported higher levels of practice and agreement with the characteristics of high effectiveness and readiness for episodic volunteers indicates that a continuation of providing relevant training on volunteer management issues can be important in creating an appropriate environment for effective volunteer involvement. Furthermore, emphasizing participation in such training by 4-H Youth Development agents and focusing energies on making such training more widely available and more accessible for agents could yield agents who feel more positive in involving volunteers in local programs in a variety of roles.

Implication 3. Extension, as an organization, should find ways to focus on leadership and organizational climate, not just on management issues, especially regarding high-impact volunteer involvement.

In examining the study data, the issues that surfaced first were those related to the individuals' perceptions of the organization's culture for volunteer involvement. Though you cannot "teach" leadership, it appears to be where some of the ambiguity exists for the survey respondents. The 4-H Youth Development agents acknowledged the importance the organization placed on many of the aspects of volunteer involvement. They indicated positively that they practiced many of the management functions on a day-to-day basis in working with volunteers in their local programs. However, in sharing their levels of agreement, which might be interpreted to mean their attitude, related to some of the volunteer management functions, it appears that they do not value having to practice some of these functions. In understanding organizational climate or culture, the researcher asserts that some of the negativity is related much more strongly to leadership rather than management.

Implication 4. State Extension faculty should develop a statewide volunteer evaluation system for 4-H Youth Development agents to implement.

Data revealed that most 4-H Youth Development agents do not conduct evaluations with either ongoing or episodic volunteers. Volunteer experts indicate that evaluating volunteers provides an opportunity for the volunteers to get feedback as to their performance and allows for an exchange of information to assess the volunteer's satisfaction with his placement in the organization. It is also an opportunity for the volunteer administrator to get feedback on her management performance as perceived by the volunteers. It is, in general, a method of environmental scanning to allow for quality improvement within the program. By developing a standard statewide plan, 4-H Youth Development agents would perhaps take advantage of the opportunity to improve their local programs by adapting the statewide system appropriately to meet the needs of local volunteers.

Implication 5. State Extension faculty should develop a statewide volunteer orientation system for 4-H Youth Development agents to utilize.

Providing a generic outline with details as to suggested components that are mandated and others that are optional would create a tool that 4-H Youth Development agents could then personalize to their county's unique needs. Yet it would provide a basic groundwork to insure that volunteers across the state were familiar with those ideas that were considered key to involvement in the North Carolina 4-H program. Developing this orientation system should involve agents and volunteers along with the subject matter specialist to insure agent buy-in and relevance for county programming.

Recommendations for Future Research

Recommendation 1.

Additional studies should be conducted to evaluate the model and ascertain whether there is a missing variable where a stronger relationship exists in association with perceptions of organizational effectiveness and readiness for episodic volunteers

With the study yielding only low or moderate correlations among the selected personal, professional and programmatic constructs, the researcher is interested in further study to evaluate whether there exist other personal characteristics which are indicators of high association. Theoretically, the issue may be individual attitude toward volunteer management in general, rather than singling out episodic volunteering as a construct. The issue may be that volunteer administrators are treating episodic volunteers too differently from more traditional volunteer roles, and thus creating some of the negativity within the profession.

Recommendation 2.

The study should be replicated in other state Extension 4-H programs to compare results from state to state.

A replication in other Extension programs could provide a basis for the identification of common issues and trends. By identifying such commonalities, states could pursue joint

solutions in developing appropriate training and resource materials for 4-H agents in the management in volunteers in their county programs.

Recommendation 3.

Design a study to assess the leadership styles of 4-H Youth Development agents and create a mechanism to correlate those study findings to these findings related to volunteer involvement.

Investigating the relationship of agent leadership styles to their attitudes about involvement of volunteers in local programs could provide insights to further strengthen the training and resource materials made available to agents. It could also point toward the identification of key characteristics that might help to more successfully place agents in the local programs.

Recommendation 4.

The study should be replicated in other not-for-profit organizations to identify any trends in volunteerism related to organizational effectiveness constructs (the four Action Principles).

Such research could yield data to assist in the creation of partnerships or collaborations among Cooperative Extension and various not-for-profit organizations to strengthen volunteer administration in their agencies.

Recommendation 5.

Future research on organizational effectiveness in utilizing volunteers should be conducted utilizing the agency volunteers as the respondents to better understand their perceptions as compared to the volunteer administrators' perceptions.

This study focused on a self-assessment among the 4-H Youth Development agents as to their levels of practice of identified volunteer management practices in support of the Action Principles related to high organizational effectiveness in managing volunteers. Surveying those who participate in the program as volunteers would provide a different

perspective that might either confirm the agents' perceptions as reality, or offer new insights as to the volunteers' perceptions of reality in the organization.

Recommendation 6.

Future research should be conducted to evaluate relationships between those 4-H Youth Development agents who indicated that episodic volunteers are “more trouble than they are worth,” and their county staffing pattern.

In many counties, the 4-H Youth Development agent supervises a staff of program assistants who are funded either through grants or county programming funds. These agents are less directly involved with the volunteers than their employees might be and may have a different perception of the value of episodic volunteers based on this level of separation from direct contact.

Recommendation 7.

Future research should be conducted to assess the perceptions of 4-H Youth Development agents regarding their roles as recruiters and trainers of adults rather than as teachers of young people.

The traditional view of the Extension agents is in the role of “teacher” or direct program delivery working with small groups of youth. Over time, and with increasing demands to identify funding and build programs staffed by grant-funded personnel, 4-H agents are less often involved with the youth directly. Better understanding the 4-H Youth Development agents' perceptions of their role as managers of programs rather than as teachers could provide insights for consideration in relation to organizational culture development and change, which could in turn impact the agents' perceptions of volunteer involvement in the local program to accomplish identified goals and objectives.

Recommendation 8.

Additional research should be conducted to assess the perceptions of organizational effectiveness in volunteer management and readiness for episodic volunteers for the overall Extension organization

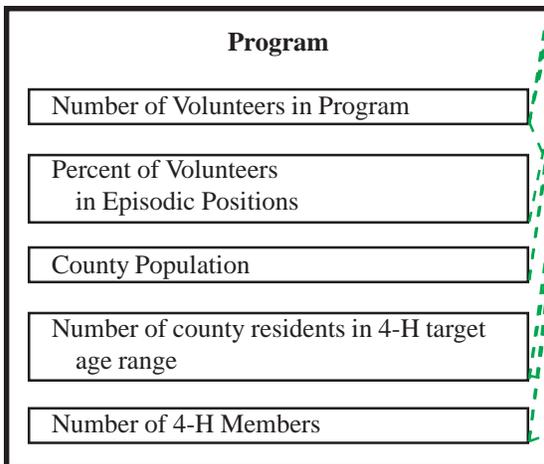
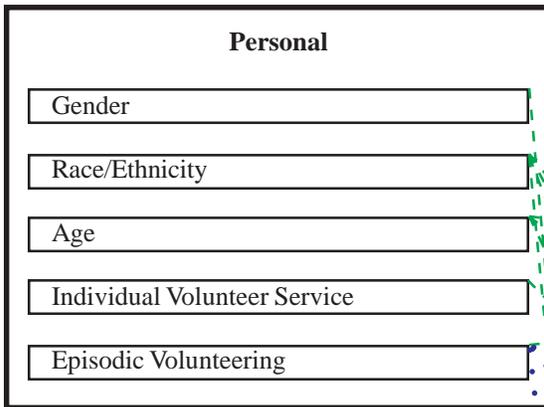
Because all of the program areas involve volunteers to some extent, assessing the overall picture of effectiveness of volunteer management may provide some ideas for common issues and concerns among subject matter agents. This would be valuable in designing appropriate training sessions relevant for all subject matter areas to more effectively involve volunteers. In addition, this overall assessment could be useful in working with the Extension Advisory Leadership System and the volunteers who serve in that advisory capacity.

Recommendation 9.

Future research should focus on understanding the concepts covered in Extension-sponsored training and how to reach a larger audience of 4-H Youth Development agents to disseminate information and understanding of volunteer involvement and management in Extension.

Though there were limited significant relationships identified, there appears to be a link between participation in Extension-sponsored training and levels of importance and practice relevant to volunteer management in Extension. A better understanding of exactly what has historically been included that agents find helpful and perhaps creating stronger training components related to these concepts could be important steps in creating a more accepting environment for volunteers in North Carolina 4-H.

Independent Variables



Dependent Variables

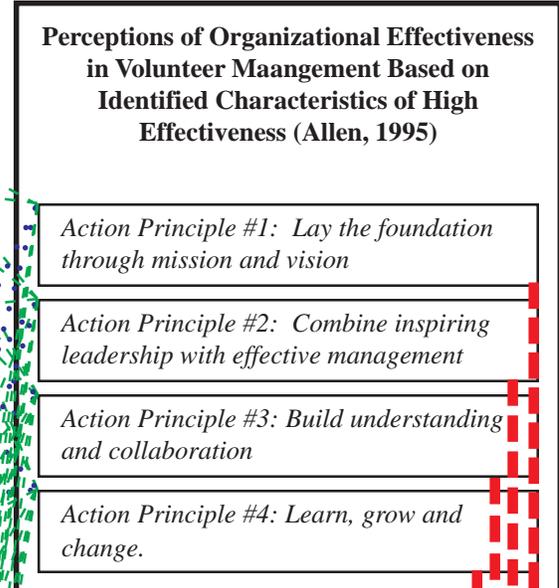


Figure 5.01 Revised Conceptual Framework of relationships between selected personal, professional and programmatic variables and North Carolina 4-H Youth Development Agents' perceptions of the importance of and their level of operationalizing identified characteristics of effective volunteer management

Summary

The findings of this study indicate low and/or moderate relationships exist among the selected personal, professional, and programmatic characteristics of North Carolina 4-H Youth Development agents, the four Action Principles identified by the Points of Light Foundations Changing the Paradigm Report (Allen, 1995) as characteristics of highly effective volunteer organizations, and readiness for involvement of episodic volunteers in organizations (Macduff, 1991). There are indications that the professional characteristic of participation in Extension or non-Extension-sponsored volunteer management training has a positive correlation with the four Action Principles and the concepts of readiness for involvement of episodic volunteers.

The study revealed many strong associations among the four Action Principles and the concepts of readiness for involvement of episodic volunteers. This suggests that those organizations in which the mission is shared among paid and volunteer staff, where leadership and management are shared responsibilities, where partnerships and collaborations are valued and sought out, and where the organization has accepted the challenge of learning, growing and changing over time, episodic volunteers can be involved in the organization in a positive way.

In conclusion, 4-H Youth Development agents in North Carolina highly value the involvement of volunteers in their local programs and recognize the positive contributions of volunteers in program delivery. North Carolina Cooperative Extension must, as an organization, continue to adapt and change to meet the challenges of a complex citizenry.

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Appendix A

Standardized North Carolina 4-H Volunteer Position Descriptions



Club Volunteer Job Description

Club Coordinator

This document is appropriate for use with 4-6 grades and teen clubs.

Description:

Coordinate the efforts of other leaders, parents and 4-H'ers to plan, conduct and evaluate 4-H club meetings, project groups and activities. Coordinator may want to find adults who would share this role rather than one person.

Specific duties/responsibilities:

- A. Coordinate the club leadership team.
 - 1. Identify and recruit parents or other adults/teens in the community to lead project groups and club activities.
 - 2. Provide time for 4-H'ers to sign up with project leaders to be in their group.
 - 3. Include dates of project group meetings and activities on club calendar.
- B. Guide club officers and the election process.
 - 1. Advise club on ways to hold elections.
 - 2. Orient members on officer duties and responsibilities.
 - 3. Build a team spirit with officers.
 - 4. Counsel with officers before each meeting regarding the agenda and after each meeting regarding their performances as officers.
- C. Working with the leadership team, develop the club program.
 - 1. Ask members, parents and other leaders for their interests and program ideas.
 - 2. Organize and meet with a club program planning committee. (See Steps in 4-H Program Planning.)
 - 3. Prepare and distribute yearly club calendar of events to 4-H families and county 4-H office.
- D. Working with leadership team, guide 4-H educational experiences.
 - 1. Provide opportunities for 4-H'ers to select projects.
 - 2. Schedule with project leaders when to do-share-apply 4-H projects.
 - 3. Provide opportunities for members to learn and practice parliamentary procedure and other Leadership skills in 4-H meetings. Be aware of individual 4-H'er needs and capabilities.
 - 4. Teach subject matter when necessary.

Knowledge and skills needed:

- 1. Guiding a small group (i.e., officers, leadership team).
- 2. Sharing leadership in group.
- 3. How to solicit interests for program ideas.
- 4. Preparing a club calendar of club meetings and activities.
- 5. Identifying jobs for others to do.
- 6. Recruiting adults or youth leaders to help.
- 7. How to help officers plan, conduct and evaluate the 4-H meeting.
- 8. County operations regarding project selection and completion.
- 9. Parliamentary procedure.
- 10. Developmental characteristics of youth ages 9 to 19.
- 11. How to teach prepared lesson plans.

Coordinate with:

1. 4-H agent
2. Other leaders
3. Parents
4. Officers

Tenure: One year, renegotiable each year thereafter.

Prepared by
Judy M. Groff, Extension 4H Specialist

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8-87-6M

4H-0-1-167

updated 5/97



Club Volunteer Job Description

Project Helper/Leader

This document is appropriate for use with 4-6 grades and teen clubs.

Description:

Guide 4-H project group in "learn-by-doing" experiences to help 4-H'ers develop knowledge and skills appropriate to their age levels and related to their interests.

Specific duties/responsibilities:

1. Guide 4-H'ers in the do-share-apply process.
 - a. Schedule group time to do each phase of process.
 - b. Use innovative techniques to assist 4-H'ers in collecting information to put in the final report.
 - c. Provide incentives to encourage member participation.

2. Plan and schedule project group meetings/activities.
 - a. Ask members for specific interests within project areas.
 - b. Plan learning activities; schedule activities progressing from the simple to the complex.
 - c. Prepare and distribute a project group calendar of events for 4-H'ers.

3. Teach subject matter.
 - a. Use a variety of teaching methods.
 - b. Involve 4-H'ers in leadership roles.
 - c. Help and encourage 4-H'ers to share skills learned by presenting demonstrations to project group.

Knowledge and skills needed:

1. 4-H resources available within project area.
2. How to help 4-H'ers with the do-share-apply process.
3. Developmental characteristics of appropriate age group.
4. "Learn-by-doing" teaching techniques that make learning fun.
5. Sequencing learning activities.
6. Making a calendar of events.
7. Involving youth in leadership roles.

Coordinate with:

1. Organizational leader
2. 4-H'ers
3. Parents

Tenure: One year, renegotiable each year thereafter.

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Club Volunteer Job Description

Activity Helper/Leader

This document is appropriate for use with 4-6 grades and teen clubs.

Description:

Coordinate educational events such as tours, community service projects, fund-raising activities, and social events.

Specific duties/responsibilities:

1. Review the club calendar for a balance between educational and social activities in addition to the regular monthly meeting.
2. Recruit other parents or teens to do specific jobs for each activity.
3. Coordinate logistical arrangements for each activity (i.e., facility; announcements of date, place, time, cost, etc.; resource people; chaperones or recruit other parents to coordinate each activity).
4. Develop youth leadership skills by involving 4-H'ers on steering committees to plan, conduct and evaluate each activity.
5. Assist project leaders in planning educational activities into a calendar of project group meetings.
6. Encourage 4-H'ers to participate in 4-H learning opportunities (i.e., presentations and other activities).

Knowledge and skills needed:

1. How to advise a committee.
2. How to identify jobs necessary to conduct an activity.
3. How to recruit others to help.
4. How to organize an activity.
5. Annual activities in the 4-H Awards Handbook.
6. Developmental characteristics of 9 to 19 year olds.

Coordinate with:

1. Organizational leader
2. Project leaders
3. 4-H agent
4. Youth leaders

Tenure: One year, renegotiable each year thereafter.

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Club Volunteer Job Description

Youth Helper/Leader

This document is appropriate for use with 4-6 grades and teen clubs.

Description:

Assist adult leader in all areas of club organization and maintenance and assume responsibility for at least one specific task.

Specific duties/responsibilities:

(Select one or more areas or tasks to do each year.)

1. Help younger 4-H'ers select projects and work through the do-share-apply process.
2. Assist with club program planning in one or more of the following ways:
 - a. Making a calendar poster for club use.
 - b. Finding 4-H'er interests.
 - c. Serving on a program planning committee.
 - d. Helping a younger 4-H'er present the plan to club members.
 - e. Securing resource people to do scheduled programs.
3. Assist with conducting the business meeting in one or more of the following ways:
 - a. Meet with officers prior to meeting to plan agenda.
 - b. Meet with officers after meeting to evaluate member participation and enthusiasm for the business meeting and program, and make notes for changes in later meetings.
 - c. Help officers follow through on their specific duties.
4. Help 4-H'ers prepare for involvement in 4-H presentations and other contests.
5. Learn to teach prepared lesson plans from the Discovery Curriculum Guide or other appropriate curriculum.
6. Teach subject matter of interest to you and your 4-H'ers.
7. Assume specific responsibilities for implementing club activities.

Knowledge and skills needed:

1.
 - a. How to use the 4-H project selection guide.
 - b. How to help do-share-apply 4-H projects.
2. Club program planning and scheduling a yearly calendar of events.
3. How to find member interests.
4. How to coach a younger 4-H'er who is writing a project report or preparing a presentation.
5. Developmental characteristics of 5 to 12 year olds.
6. Parliamentary procedure.
7. Officer duties and responsibilities.
8. How to implement a prepared lesson plan.
9. How to design fun "learn-by-doing" experiences and prepare a lesson plan.
10. How to serve on a planning committee.

Coordinate with:

1. Organizational leader
2. Project leaders
3. Activity leaders
4. 4-H agents

Tenure: One or more years.

Prepared by
Judy M. Groff, Extension 4-H Specialist

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8-87-6M

4H-0-1-169

updated 5/97

Appendix B

List of Instrument Reviewers

Instrument Reviewers

Dr. Judy Groff

North Carolina State University

Mary Merrill, LSW

President, Merrill and Associates

Dr. Dale Safrit

North Carolina State University

Dr. Ryan Schmiesing

The Ohio State University

Appendix C

Cover Letter and Feedback Form for Reviewers

February 25, 2002

Name

Address

City, State Zip

Dear Salutation,

I need your help. In working toward my terminal degree at North Carolina State University, I am studying the concepts of effective volunteer utilization and episodic volunteering. My literature review revealed very little information on the subject of episodic volunteering and no research on the subject at all.

I have adapted an instrument developed at the Ohio State University that was based on the Points of Light Foundation's Changing the Paradigm project research. At this stage, I am trying to determine face validity of this instrument – and this is where your unique expertise comes into play.

I am enclosing a copy of the instrument as I anticipate using it as well as a copy of the statements divided among the 11 characteristics of effectiveness identified by the Points of Light study. In addition, there are statements based on the organizational issues that must be dealt with in the implementation of episodic volunteer programs.

Please, if your schedule will allow, review the instrument and provide feedback to improve the instrument. You may make notes on the instrument itself, use the form provided, or you may forward your comments to me electronically at Harriett_Edwards@ncsu.edu.

In order to keep to the study schedule, please respond by March 12, 2002.

Thank you in advance for your participation and assistance. Please feel free to contact me electronically or by phone at 919.515.9548 should you have any questions or concerns regarding this project.

Again, thank you for your valuable input.

Sincerely,

Harriett Edwards

Extension Staff Associate, 4-H

Face Validity Review Feedback

1. Comments about the title and introduction:
2. Comments about the instructions (clarity, suggested changes, etc.)
3. Comments about the layout/design of the instrument (page layouts, ease of use, etc.)
4. Comments about the statements (clarity, terminology, suggested changes, etc.)
5. Comments related to the validity of statements in measuring the identified characteristics:
6. Other comments or suggestions:

Thank you for your time and assistance!!!

Appendix D

**Cover Letter to
Pilot Study Participants**

Harriett Edwards
Wake Forest, North Carolina

May 22, 2002

Name

Address

City, State Zip

Dear Salutations,

I need your help. Your previous experience as a 4-H youth development professional in North Carolina uniquely qualifies you to assist in the preparation of an instrument to better understand the organizational effectiveness of North Carolina Cooperative Extension in utilizing volunteers in the 4-H program. Your participation in this pilot test for a data collection instrument will help me to improve the instrument. I will be asking current 4-H youth development professionals to complete the instrument once the pilot study has been completed and the instrument adjusted based on that information. This pilot study and the study of organizational effectiveness in utilizing volunteers is a requirement as I work to complete my dissertation.

Enclosed you will find a draft of the survey. I need your assistance in completing two tasks. First, complete the survey as you would any other survey. Base your responses on your experiences in your county as a 4-H youth development professional. Please note particularly the time you start the survey and the time you end the process. The purpose of your taking the survey is to give me an idea of the amount of time it takes to complete and to give you an overall "feel" of the survey for the second part of your assignment.

Once you have completed the survey, I would appreciate your critique of it. An evaluation form is enclosed for your use in sharing your thoughts about the survey instrument. Please share your thoughts on terminology, sentence formation, or other factors that might be questionable and improved. Please return the survey and the evaluation form to me in the self-addressed, stamped envelope provided by Thursday, June 6, 2002.

Your reactions to the survey will be an invaluable asset as I work on modifying the instrument to complete this project. I realize that I am asking for some time on your part, and that time is indeed a limited asset. Please know that your assistance is greatly appreciated as I undertake this research project to learn more about Extension's volunteer effectiveness and to complete the requirements for my doctoral degree.

Thank you again for your valuable input in this process.

Sincerely,

Harriett Edwards
Extension Staff Associate, 4-H

Appendix E

Pilot Test Feedback Form

Pilot Study Evaluation Form

Please read the entire feedback form before beginning the survey. Return this completed form with your completed survey to participate in the pilot study. Feel free to write in the margins of the instrument to offer constructive feedback.

Evaluator's Name:

Date:

Time Survey Started:

Time Survey Ended:

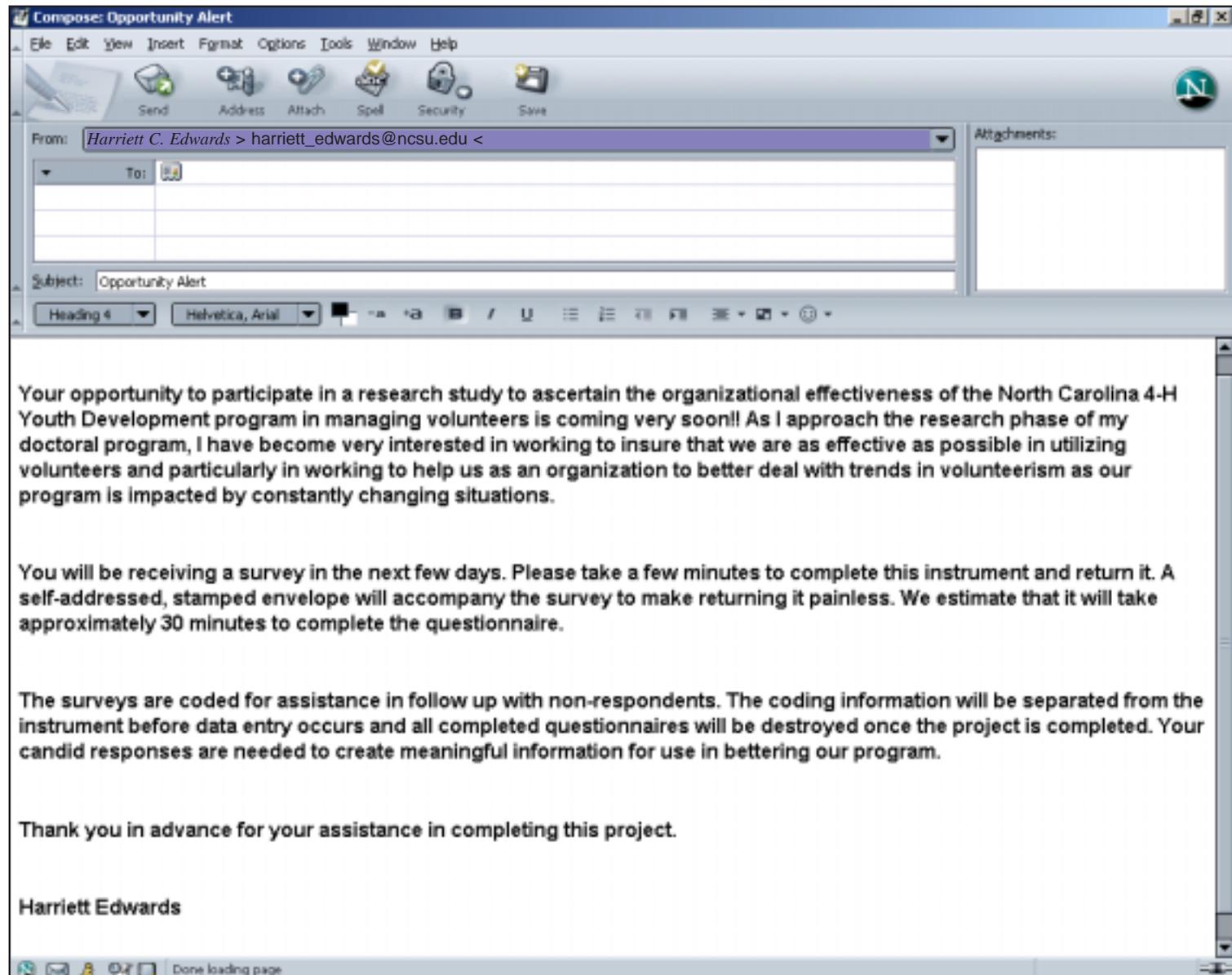
1. Comments about the title and introduction (clarity, suggested changes, etc.).
2. Comments about the directions provided in each section (ease of use; terminology; clarity; suggested changes, etc.).
3. Comments about the scales used in the sections (ease of use; terminology; suggested changes, etc.)
4. Comments about section statements (additions/deletions; rewording, clarity, suggested changes, etc.).
5. Comments about overall format/layout of the survey (ease of reading, ease of use; organization/ suggested changes, etc.).

Additional comments or suggestions (attach additional pages if needed).

Thank you for your time and support!

Appendix F

Electronic Message Alerting 4-H Youth Development Agents of Survey Participation Opportunity



Appendix G

Cover Letter to Study Participants

Harriett Edwards
Wake Forest, North Carolina

July 27, 2002

MEMORANDUM

TO: North Carolina 4-H Youth Development Extension Agents

FROM: Harriett Edwards

RE: Survey for Graduate Degree

I need your help. In completing the requirements for my terminal degree, I am responsible for conducting research for presentation to my graduate committee. The topic of my research is organizational effectiveness in utilizing volunteers in 4-H programming. The specific focus is on our use of episodic, or short-term, volunteers in conducting programs. Your experience as a North Carolina 4-H youth development agent makes you the expert on this subject, and I would like to gather information from the experts to get a "snapshot" of where we are. It will also provide some indications as to how we might improve our work with volunteers to become more effective in working with young people in our state.

Enclosed you will find a survey for you to complete and a stamped, addressed envelope for return of the survey. This survey is being conducted as part of my degree requirements, not as an Extension function, though I am hoping that it will provide information that will be helpful in my work with Extension. *Please note that the ideal submission date is on or before August 15, 2002.*

This survey is designed to assess the effectiveness of Extension in the utilization of volunteers. Please answer candidly and honestly as you work through the instrument. *You will need information from your last ES-237 to complete Section 3 of the instrument.* Survey completion should take approximately *35 minutes* based on information provided by the pilot study participants. In situations where there are two or more agents who are assigned 4-H duties, a county will have received more than one instrument. Because it is based on individual perceptions, it will be helpful to have each instrument completed, understanding that some counties will have more than one instrument submitted based on that particular 4-H program.

Please feel free to contact me at Harriett_Edwards@ncsu.edu or by phone at 919.515.9548 should you have any questions or concerns.

Your help in completing this project is most appreciated.

Thank you for taking time out of your busy schedule to respond to this survey.

Appendix H

Survey Instrument:

**NC 4-H Youth Development Agents'
Perceptions of Organizational Effectiveness
in the Utilization of Volunteers, Particularly
Episodic Volunteers**

*North Carolina 4-H Youth Development Agents'
Perceptions of Organizational Effectiveness
in the Utilization of Volunteers,
Particularly Episodic Volunteers*

NC 4-H Youth Development Agents' Perceptions of Organizational Effectiveness in the Utilization of Volunteers, Particularly Episodic Volunteers

An Extension *volunteer* is defined as one who gives time, energy, or talent for which s/he is not paid by Extension funds. For purposes of this study, those who provide funds only are considered donors or sponsors, rather than volunteers. *Episodic (or short term) volunteers* are those individuals who commit to special projects lasting no more than three months in duration. These volunteers may serve in your program multiple times, but always working on projects, activities, or events with specific beginning and ending dates of short duration.

Section 1. These items represent actions involved in managing volunteers in Extension, specifically 4-H Youth Development, programs.

Directions for Section 1 Please read each item carefully. Then, to the LEFT of the item, please circle the number that best represents how IMPORTANT that particular item is to you as a 4-H Youth Development agent. The scale is as follows:

- | | |
|--------------------------|--------------------------|
| 1 = Not Important | 4 = Important |
| 2 = Of Little Importance | 5 = Very Important |
| 3 = Somewhat Important | 6 = Of Utmost Importance |

To the RIGHT of each item, circle the number that best represents your current PRACTICE of that particular item. Use the following scale:

- | | |
|----------------------------|-------------------------|
| 1 = Never Practiced | 4 = Often Practiced |
| 2 = Rarely Practiced | 5 = Typically Practiced |
| 3 = Occasionally Practiced | 6 = Always Practiced |

SAMPLE:

Level of Importance		Level of Practice	
1 2 3 4 5 ⑥	S. I offer training for volunteers in my program.	1 2 3 ④ 5 6	
1 2 3 4 5 6	1. I am encouraged by my supervisors to utilize volunteers in my 4-H youth development programming.	1 2 3 4 5 6	
1 2 3 4 5 6	2. I follow current organizational policies on volunteer involvement to meet the needs of my program participants.	1 2 3 4 5 6	
1 2 3 4 5 6	3. 4-H volunteers are treated as members of our 4-H team.	1 2 3 4 5 6	
1 2 3 4 5 6	4. I work to eliminate potential barriers to volunteer involvement.	1 2 3 4 5 6	
1 2 3 4 5 6	5. I involve volunteers in roles that directly address the mission of North Carolina 4-H.	1 2 3 4 5 6	
1 2 3 4 5 6	6. I create new volunteer positions to expand my programming efforts.	1 2 3 4 5 6	
1 2 3 4 5 6	7. I introduce 4-H volunteers to our office staff.	1 2 3 4 5 6	
1 2 3 4 5 6	8. I give volunteers a chance to share their successes with each other.	1 2 3 4 5 6	
1 2 3 4 5 6	9. I ask my volunteers what motivates them.	1 2 3 4 5 6	
1 2 3 4 5 6	10. I consistently recruit volunteers from all geographical segments of my community.	1 2 3 4 5 6	

Please continue

Level of Importance				Level of Practice							
1 = Not Important	2 = Of Little Importance	3 = Somewhat Important	4 = Important	5 = Very Important	6 = Of Utmost Importance	1 = Never Practiced	2 = Rarely Practiced	3 = Occasionally Practiced	4 = Often Practiced	5 = Typically Practiced	6 = Always Practiced

Level of Importance							Level of Practice					
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6	11. I have volunteers in my program who only serve in episodic positions.	1	2	3	4	5	6
1	2	3	4	5	6	12. In our office, one agent serves as the volunteer management resource.	1	2	3	4	5	6
1	2	3	4	5	6	13. I do not ask volunteers to do my work for me.	1	2	3	4	5	6
1	2	3	4	5	6	14. I acknowledge my volunteers when I see them in the community.	1	2	3	4	5	6
1	2	3	4	5	6	15. I work with other paid staff in my office to make our volunteers' jobs easier.	1	2	3	4	5	6
1	2	3	4	5	6	16. I use position descriptions for each volunteer role in my 4-H program.	1	2	3	4	5	6
1	2	3	4	5	6	17. When hearing of a volunteer's success in a new or unusual endeavor, I sometimes consider new opportunities for my volunteers.	1	2	3	4	5	6
1	2	3	4	5	6	18. I make programmatic management changes in order to improve my volunteers' experiences.	1	2	3	4	5	6
1	2	3	4	5	6	19. I do not generally involve members of the target population I work with as volunteers.	1	2	3	4	5	6
1	2	3	4	5	6	20. There is a written position description for every volunteer position in my 4-H program.	1	2	3	4	5	6
1	2	3	4	5	6	21. I seek advice regarding my volunteers from other agents with more experience at managing volunteers.	1	2	3	4	5	6
1	2	3	4	5	6	22. When a volunteer comes to me with a grievance, I handle it on my own.	1	2	3	4	5	6
1	2	3	4	5	6	23. I work to identify barriers that might keep volunteers from getting involved in my program.	1	2	3	4	5	6
1	2	3	4	5	6	24. I make a point of sharing our volunteers' success stories with the media.	1	2	3	4	5	6
1	2	3	4	5	6	25. I regularly ask my volunteers how their volunteer experience could be improved.	1	2	3	4	5	6
1	2	3	4	5	6	26. I attempt to engage new volunteer groups who have not historically worked as 4-H youth development volunteers.	1	2	3	4	5	6
1	2	3	4	5	6	27. All volunteers in my program participate in the same orientation program.	1	2	3	4	5	6
1	2	3	4	5	6	28. I consistently recruit volunteers with all types of educational backgrounds.	1	2	3	4	5	6
1	2	3	4	5	6	29. I assist the older youth or young adults involved or just recently aged out of my program in identifying appropriate episodic volunteer opportunities (spring break projects, summer events, etc.).	1	2	3	4	5	6

Please continue.

Level of Importance				Level of Practice			
1 = Not Important	2 = Of Little Importance	3 = Somewhat Important	6 = Of Utmost Importance	4 = Important	5 = Very Important	6 = Of Utmost Importance	
				1 = Never Practiced	2 = Rarely Practiced	3 = Occasionally Practiced	4 = Often Practiced
							5 = Typically Practiced
							6 = Always Practiced

Level of Importance					Level of Practice							
1	2	3	4	5	6		1	2	3	4	5	6
1	2	3	4	5	6	49. I make a point of sharing 4-H volunteer success stories with colleagues.	1	2	3	4	5	6
1	2	3	4	5	6	50. I consistently recruit 4-H volunteers from all ethnic groups in my community.	1	2	3	4	5	6
1	2	3	4	5	6	51. More rigorous volunteer screening is conducted for ongoing volunteers than for episodic volunteers.	1	2	3	4	5	6
1	2	3	4	5	6	52. 4-H volunteers multiply my efforts to accomplish program goals.	1	2	3	4	5	6
1	2	3	4	5	6	53. County agents in my office work together to facilitate high-impact volunteer involvement.	1	2	3	4	5	6
1	2	3	4	5	6	54. I attempt to recruit volunteers who have little or no prior experience with 4-H in addition to recruiting those with 4-H backgrounds.	1	2	3	4	5	6
1	2	3	4	5	6	55. Ongoing and episodic volunteers are offered the same opportunities for training and recognition in my program.	1	2	3	4	5	6
1	2	3	4	5	6	56. I am able to plan for volunteer involvement in my program area.	1	2	3	4	5	6
1	2	3	4	5	6	57. Annual 4-H volunteer evaluations provide feedback for improved paid/volunteer staff relations.	1	2	3	4	5	6
1	2	3	4	5	6	58. My supervisor understands the value of episodic 4-H volunteers.	1	2	3	4	5	6
1	2	3	4	5	6	59. 4-H volunteers are involved in identifying potential barriers to allow for increased participation.	1	2	3	4	5	6
1	2	3	4	5	6	60. I encourage 4-H volunteers to share their success stories with me.	1	2	3	4	5	6
1	2	3	4	5	6	61. 4-H volunteers are given opportunities to give me feedback about my performance as a program manager.	1	2	3	4	5	6
1	2	3	4	5	6	62. Some tasks or assignments are more appropriate for episodic volunteers.	1	2	3	4	5	6
1	2	3	4	5	6	63. I specifically recruit volunteers from the targeted group(s) my program serve(s).	1	2	3	4	5	6

Please continue.

Section 2 These items represent statements of beliefs and attitudes about working with volunteers that may be held by Extension agents. Consider your personal beliefs and attitudes as you work through this section.

Directions for Section 2 Please read each item carefully. Then, circle the number that best represents your level of agreement with the statement. The scale is as follows:

- | | |
|-------------------------|----------------------|
| 1 = Strongly Disagree | 4 = Moderately Agree |
| 2 = Disagree | 5 = Agree |
| 3 = Moderately Disagree | 6 = Strongly Agree |

SAMPLE:	Level of Agreement
SS. Volunteers in my program perform a variety of critical functions.	1 2 3 4 5 6
64. Volunteers in Extension are primarily the 4-H agent's responsibility.	1 2 3 4 5 6
65. When local funding becomes a concern, 4-H volunteers should focus primarily on fundraising	1 2 3 4 5 6
66. I believe 4-H volunteers make a difference in the lives of our clientele.	1 2 3 4 5 6
67. At this time, I am not aware of volunteer resources (printed or other) in the NC 4-H program.	1 2 3 4 5 6
68. I regard my program's clientele as a major source of prospective volunteers.	1 2 3 4 5 6
69. Episodic volunteers are not a critical component of my volunteer program.	1 2 3 4 5 6
70. The role of volunteers is clearly articulated throughout North Carolina 4-H.	1 2 3 4 5 6
71. 4-H volunteers greatly extend Extension's reach into this community.	1 2 3 4 5 6
72. My district director supports my involvement of volunteers.	1 2 3 4 5 6
73. All Extension agents in my county office are knowledgeable about the accepted volunteer management practices within NC 4-H Youth Development.	1 2 3 4 5 6
74. Current volunteer policies are too rigid.	1 2 3 4 5 6
75. 4-H volunteers who are too successful can make agents look bad.	1 2 3 4 5 6
76. We, as 4-H Youth Development agents, cannot change organizational volunteer policies to suit an individual volunteer's wishes.	1 2 3 4 5 6
77. Episodic 4-H volunteers are not interested in participating in extra training opportunities in my organization.	1 2 3 4 5 6
78. 4-H volunteers assist us in addressing local community issues.	1 2 3 4 5 6
79. Volunteers should have a limited role within 4-H.	1 2 3 4 5 6
80. It is the responsibility of the Extension paid staff, not the volunteers, to see that the organization's mission is accomplished.	1 2 3 4 5 6
81. 4-H Youth Development agents who manage volunteers don't get much other work done.	1 2 3 4 5 6
82., I am aware that there is a volunteer development specialist position within the NC State 4-H Office.	1 2 3 4 5 6

Please continue.

Level of Agreement		
1 = Strongly Disagree	3 = Moderately Disagree	5 = Agree
2 = Disagree	4 = Moderately Agree	6 = Strongly Agree

	Level of Agreement
	1 2 3 4 5 6
83. 4-H volunteers should not be considered "unpaid staff."	1 2 3 4 5 6
84. 4-H volunteers should work during regular business hours so that Extension agents don't have to work evenings and weekends.	1 2 3 4 5 6
85. It is difficult to identify, among my program's clientele, potential volunteers that are capable and qualified to serve.	1 2 3 4 5 6
86. The traditional nature of the 4-H program requires placement of only volunteers who will commit to an ongoing term of service to be of value to the clientele.	1 2 3 4 5 6
87. 4-H volunteers are generally regarded throughout the organization in a positive light.	1 2 3 4 5 6
88. The best way to recognize 4-H volunteers for their involvement is by tracking the number of years they have served.	1 2 3 4 5 6
89. 4-H volunteers are not in a position to make an impact on our clientele.	1 2 3 4 5 6
90. Working with volunteers is really not a vital part of my job.	1 2 3 4 5 6
91. It is not important to share volunteers' success stories with other volunteers.	1 2 3 4 5 6
92. I have no responsibility to make the volunteers' jobs more flexible to meet their needs.	1 2 3 4 5 6
93. Teens and young adults do not have the maturity necessary to serve as 4-H volunteers.	1 2 3 4 5 6
94. Episodic volunteers need not be evaluated since their terms of service are of short duration.	1 2 3 4 5 6
95. 4-H volunteers can be positive assets for Extension.	1 2 3 4 5 6
96. My county director supports the involvement of 4-H volunteers.	1 2 3 4 5 6
97. Volunteers are an end in themselves, rather than a means to an end.	1 2 3 4 5 6
98. In our office, one agent serves as the volunteer management resource.	1 2 3 4 5 6
99. It is not important to share 4-H volunteers' success stories with other paid Extension staff.	1 2 3 4 5 6
100. There is little value in putting episodic volunteers on a mailing list for newsletters and other organizational materials.	1 2 3 4 5 6
101. Volunteer is just a fancy name for club leader.	1 2 3 4 5 6
102. Volunteers are not asked to conduct training because they typically lack the knowledge and delivery skills to be successful.	1 2 3 4 5 6
103. In my office, all paid staff work together to encourage volunteer involvement in 4-H.	1 2 3 4 5 6
104. 4-H volunteers have a general sense of our local program's mission.	1 2 3 4 5 6

Please continue.

Level of Agreement		
1 = Strongly Disagree	3 = Moderately Disagree	5 = Agree
2 = Disagree	4 = Moderately Agree	6 = Strongly Agree

	Level of Agreement
105. My 4-H volunteers are demographically similar to the clients involved in my program.	1 2 3 4 5 6
106. Long-term 4-H volunteers are resentful of the recognition provided to episodic volunteers in my program.	1 2 3 4 5 6
107. Volunteers in my program spend most of their time focused on their day-to-day volunteer responsibilities, rather than on long-term goals.	1 2 3 4 5 6
108. The role of volunteers is openly discussed throughout Extension.	1 2 3 4 5 6
109. Volunteers can help North Carolina Cooperative Extension accomplish its mission.	1 2 3 4 5 6
110. Extension agents need more support from the organization in order to work more effectively with 4-H volunteers.	1 2 3 4 5 6
111. Episodic volunteers are more trouble than they are worth.	1 2 3 4 5 6
112. 4-H volunteers should be utilized primarily for fundraising.	1 2 3 4 5 6
113. 4-H volunteers are the responsibility of the agent for whom they are working.	1 2 3 4 5 6
114. Volunteers can provide valuable perspectives on policy issues.	1 2 3 4 5 6
115. As a county agent, I am expected to make informed decisions about managing my 4-H volunteers.	1 2 3 4 5 6
116. In our office, the volunteer management function is solely the responsibility of the 4-H agent.	1 2 3 4 5 6
117. Information from the state level regarding volunteer liability has helped me address volunteer concerns more proactively.	1 2 3 4 5 6
118. 4-H volunteers are not interested in one another beyond the scope of their common volunteer assignments.	1 2 3 4 5 6
119. County directors recognize the value of episodic volunteers in local 4-H programs.	1 2 3 4 5 6
120. I involve volunteers in 4-H because I have to, not necessarily because I want to.	1 2 3 4 5 6
121. State 4-H specialists encourage my involvement of volunteers.	1 2 3 4 5 6
122. 4-H volunteers do not influence the impact my program has on this community.	1 2 3 4 5 6
123. Episodic volunteers require too much energy and time to be a viable option in 4-H.	1 2 3 4 5 6
124. Volunteers are at their most useful when raising funds for 4-H.	1 2 3 4 5 6
125. A state staff person is able to assist me with questions pertaining to volunteer management.	1 2 3 4 5 6

Please continue.

Level of Agreement		
1 = Strongly Disagree	3 = Moderately Disagree	5 = Agree
2 = Disagree	4 = Moderately Agree	6 = Strongly Agree

- | | Level of Agreement |
|---|---------------------------|
| 126. I am able to set my own volunteer policies. | 1 2 3 4 5 6 |
| 127. 4-H volunteers will participate positively in exercises for teambuilding with paid staff. | 1 2 3 4 5 6 |
| 128. I see no value in sharing 4-H volunteer success stories with others. | 1 2 3 4 5 6 |
| 129. 4-H volunteers are willing to assist in identifying and removing barriers to participation. | 1 2 3 4 5 6 |
| 130. It is inappropriate to ask volunteers and program participants to assist in the identification of potential volunteers from their communities. | 1 2 3 4 5 6 |
| 131. Paid staff members are willing to participate in relationship building activities with 4-H volunteers. | 1 2 3 4 5 6 |
| 132. It would be inappropriate for me to utilize experienced volunteers to manage episodic volunteers. | 1 2 3 4 5 6 |

Please continue.

Section 3. These items collect information about your local program.

Directions for Section 3 Please mark the appropriate box or line for your response, or fill in the space provided with your specific answer. Note that for this section, you will need information from your most recent census and ES-237 reports.

In which district is your county located?

- | | |
|--|--|
| <input type="checkbox"/> Southwest | <input type="checkbox"/> Southeast |
| <input type="checkbox"/> South Central | <input type="checkbox"/> North Central |
| <input type="checkbox"/> Northwest | <input type="checkbox"/> Northeast |
| <input type="checkbox"/> Western | |

How many of each of the following types of volunteers are involved in your program, based on your most recent ES-237?

- | | |
|---|---|
| _____ 4-H Club Leaders | _____ Middle Managers (Master Volunteers, etc.) |
| _____ School Enrichment Volunteers | _____ Special Interest Volunteers |
| _____ Committee Members (unduplicated) | _____ Youth/Teen Volunteers |
| _____ After School/School Age Care Volunteers | |
| _____ Other Volunteers (Please specify roles) _____ | |

Of these volunteers, what percentage would be episodic volunteers, using the definition, "service lasting no more than three to four months at a time with a definite beginning and a definite ending"? _____%

What is your county's total population? _____

How many youth in your county are in the 5 - 19 target age range for 4-H participation? _____

How many youth participate annually in your 4-H Youth Development program? _____

Please continue.

Section 4. These items collect information related to your personal and professional demographics.

Directions for Section 4 Please mark your choice of answers or fill in the appropriate space with your specific answers.

What is your gender? Male Female

What is your age in years? 22-29 30-39 40-49 50-59 60 or more

Which of the following most accurately describes your racial and/or ethnic heritage?

- | | |
|---|--|
| <input type="checkbox"/> White, not of Hispanic origin | <input type="checkbox"/> African American |
| <input type="checkbox"/> American Indian/Native Alaskan | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Other _____ |

What percentage of your Extension appointment is 4-H Youth Development? _____%

How many years (to the nearest whole) have you been employed in 4-H Youth Development work? _____

Indicate your level of education.

- | | |
|---|---|
| <input type="checkbox"/> Bachelor of Science or Arts (BA or BS) | <input type="checkbox"/> Working toward Masters |
| <input type="checkbox"/> Master of Science, Public Administration, Arts, etc. | <input type="checkbox"/> Working toward Doctorate |
| <input type="checkbox"/> Doctor of Philosophy or Education | <input type="checkbox"/> Post Graduate Work |

Indicate broad subject areas in which you hold academic degrees. Mark all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Agricultural Education | <input type="checkbox"/> Home Economics/Human Ecology Education |
| <input type="checkbox"/> Agriculture, other than Education | <input type="checkbox"/> Home Economics/Human Ecology, other than education |
| <input type="checkbox"/> Education | |
| <input type="checkbox"/> Other (Please list) _____ | |

Indicate all types of formal volunteer management training in which you have participated in the past 24 months. Mark all that apply.

	Extension Sponsored	Non-Extension
Volunteer-related seminar or workshop	<input type="checkbox"/>	<input type="checkbox"/>
National/International volunteer conference	<input type="checkbox"/>	<input type="checkbox"/>
State Conference on Volunteerism	<input type="checkbox"/>	<input type="checkbox"/>
For-credit volunteer-related academic course	<input type="checkbox"/>	<input type="checkbox"/>
Non-credit volunteer-related continuing ed. course	<input type="checkbox"/>	<input type="checkbox"/>

How many years, to the nearest whole, have you managed volunteers in either an Extension or non-Extension setting?

_____ Years

Please continue.

In the past 2 years, have you given your time, energy or talents to the community in service for which you were not paid?

- Yes
- No

If yes, was the service ongoing or episodic in nature?

- Episodic
- Ongoing
- Some Episodic, Some Ongoing

For ongoing volunteer activity, what is your average number of hours per month of service? _____

For episodic activity, what is the average number of eight-hour days you contribute to a project? _____

Please continue.

If you have participated as a volunteer during the past two years, please indicate the types of organizations for which you volunteered, also indicating the level of service to that organization. Mark all that apply.

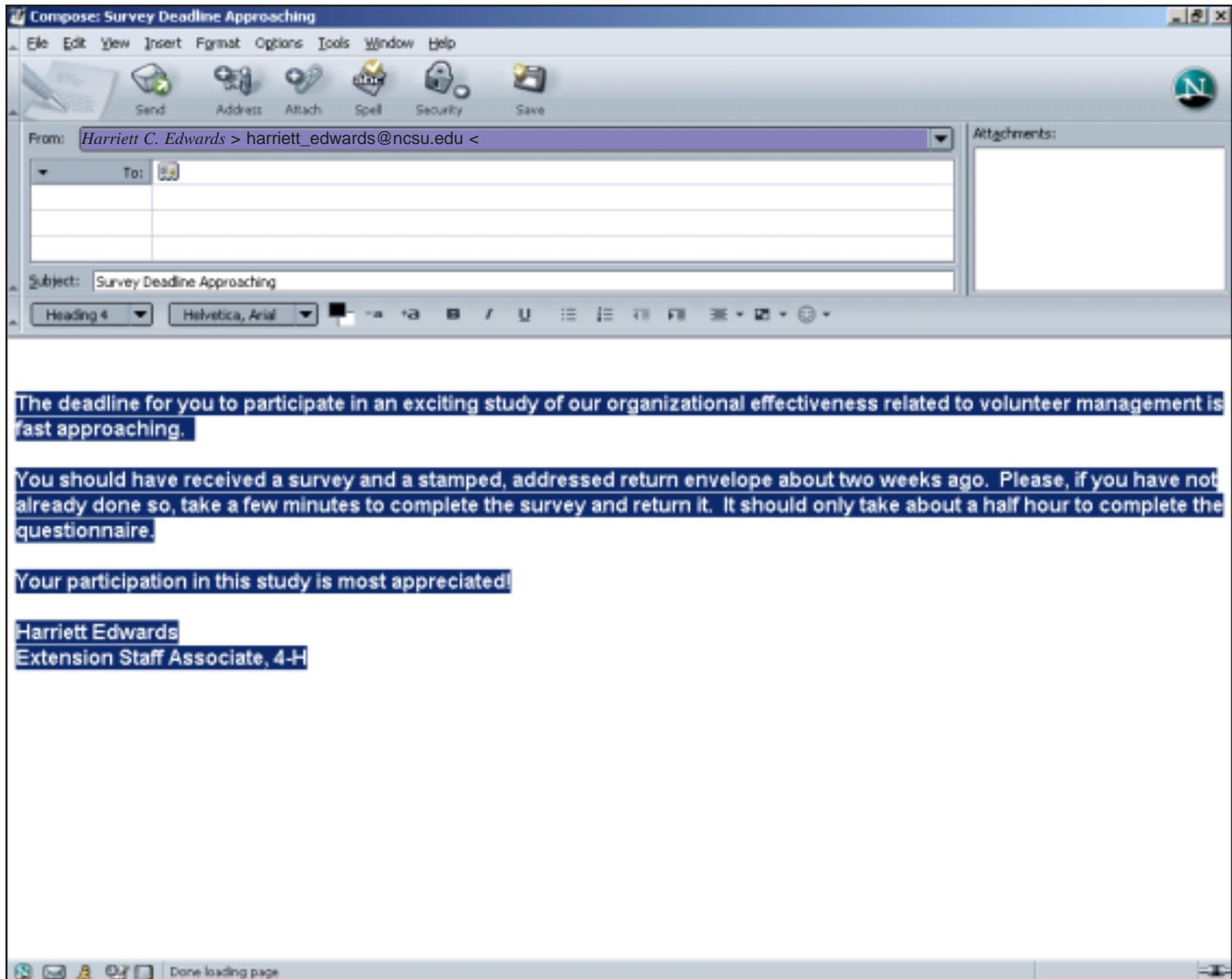
- | Episodic | Ongoing | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Animal related (zoos, animal shelters, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Educational (schools, tutoring, PTA, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Environmental (nature trail maintenance or construction, litter collection, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Health or Mental Health (hospitals, hospice, blood drives, clinics, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Human Services (day care centers, disaster relief, hunger, homelessness, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Mentoring (assigned a match - child or adult - for meetings over a period of time) |
| <input type="checkbox"/> | <input type="checkbox"/> | Political (campaigns, political party clubs, nonpartisan political groups, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Neighborhood, Civic or Social Action (community improvement, civil rights, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Recreational (sports, recreation or hobby groups) |
| <input type="checkbox"/> | <input type="checkbox"/> | Religious (churches, synagogues, temples, beyond simply attending services) |
| <input type="checkbox"/> | <input type="checkbox"/> | Work or Professional Organizations (national agents' association, professional societies) |
| <input type="checkbox"/> | <input type="checkbox"/> | Youth Groups or Clubs (4-H, Scouts, Indian Guides, Boys & Girls Clubs, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Governmental (city, county, state groups) |
| <input type="checkbox"/> | <input type="checkbox"/> | Individual or informal (helping a neighbor or organization, not part of formal group work) |
| <input type="checkbox"/> | <input type="checkbox"/> | Other (Please specify) _____ |

You have now completed the survey! Thank you!!!

Appendix I

Electronic reminder message

To Study Participants



Appendix J

Reminder Post Card for Non-Respondents

September 3, 2002

Dear 4-H Agent,

My records indicate that your survey on organizational effectiveness related to volunteer management has not yet been returned. Your input is a valuable part of this research.

Please take a few minutes today to complete the survey and return it in the postage paid envelope that was included in the original mailing with the survey. Those who have completed the instrument have indicated that it was easily completed in less than 30 minutes.

Thank you for your help in conducting this research.

Sincerely,

Harriett Edwards

Appendix K

Cover Letter for Non-Respondents

September 10, 2002

Name

Address

City, State Zip

Dear Salutation,

Earlier this month, a survey was mailed to you to collect information about your volunteer management program in your county's 4-H youth development program. We haven't heard from you, so I wanted to give you one more opportunity to participate in this study to take a look at the organization's effectiveness in utilizing volunteers.

Enclosed you should find a survey for you to complete and a stamped, addressed envelope for return of the survey. Please note that the ideal submission date is on or before September 25, 2002. This is a second notice.

This survey is designed to assess the effectiveness of Extension in the utilization of volunteers. Please answer candidly and honestly as you work through the instrument. It should take no more than 30 minutes to complete the survey.

Please feel free to contact me at Harriett_Edwards@ncsu.edu or by phone at 919.515.9548 should you have any questions or concerns.

Thank you for taking time out of your busy schedule to respond to this survey.

Sincerely,

Harriett Edwards

Extension Staff Associate, 4-H