

ABSTRACT

SPEARMAN, TERESA JOY. Characteristics and Motivational Factors of Effective Extension Advisory Leaders. (Under the direction of K. S. U. Jayaratne.)

Building an effective Extension advisory leadership system is essential for Cooperative Extension to ensure the existence and relevance of university outreach programs to meet community needs. The purpose of this study has been to explore characteristics and motivational factors of effective Extension advisory leaders for identifying, motivating, recruiting, retaining, and training effective Extension advisory leaders. The research methodology utilized by the researcher was the Delphi technique. This study utilized input from a selected panel of experts: 20 State Advisory Council members and 20 County Extension Directors from the North Carolina Cooperative Extension Service.

Three rounds of the study were utilized to reach consensus. In round one, State Advisory Council members generated 258 responses and County Extension Directors generated 531 responses to questions asked of each group. The responses were placed into like categories. There were 46 like categories for State Advisory Council members and 57 like categories for County Extension Directors. In round two, panel experts were asked to rate the listed categories on a five-point Likert scale with one being not important and five being extremely important. The responses from round two were placed in order based on mean and standard deviation for each of the questions. For round three, expert panel members were asked to rank categories in relative order of importance.

The rankings resulted in prioritization of categories for identifying, motivating, recruiting, retaining, and training effective Extension advisory leaders. The top ranking for

characteristics of an effective Extension advisory leader as prioritized by County Extension Directors was ‘involved, respected, and connected to the community.’ State Advisory Council members ranked ‘desire to serve others and improve the community’ and County Extension Directors ranked ‘positive attitudes and interests about Cooperative Extension’ as the highest motivational factors of effective advisory leaders. State Advisory Council members ranked ‘look for effective leaders with desirable skills for Cooperative Extension’ and County Extension Directors ranked ‘ask Cooperative Extension staff for recommendations’ as the best ways to recruit effective advisory leaders. The top ranking for both groups (County Extension Directors and State Advisory Council members) for the best way to retain effective advisory leaders was ‘provide meaningful engagement opportunities for volunteer service.’ Regarding the highest priority training need for effective advisory leaders, State Advisory Council members identified ‘advocacy skills’ and County Extension Directors identified ‘orientation for volunteer leadership and role clarification.’ These findings can benefit those working with Extension advisory leaders to strengthen the advisory leadership system.

Characteristics and Motivational Factors of Effective Extension Advisory Leaders

by
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DEDICATION

I have been very fortunate to have the love and support of my family members that have stood by me throughout the years during my pursuit of this degree. I dedicate this dissertation to my family.

My children, Jessica and Ashley - you are my inspiration. I am so blessed by God to have you as daughters. Words can never express the love I have for you.

My mother, Marguerite Holland Spearman - you have always been patient, loving encouraging, and supportive. I will always appreciate the sacrifices you have made for me throughout the years.

My uncle, Joe Dan Spearman, Sr. - your determination for me to complete this degree never failed. Thanks for always being there to listen, encourage, and lift me up.

BIOGRAPHY

Teresa Joy Spearman is a native of Hendersonville, North Carolina. She has two daughters - Jessica and Ashley. Joy graduated from Mars Hill College in 1982 with a degree in Home Economics Education. In 1986, she obtained a Master's Degree in Home Economics Education from Western Carolina University.

In 1983, Joy began her career in Henderson County as a Home Economics teacher at Flat Rock Junior High. Joy began working for North Carolina Cooperative Extension Service in Henderson County as a Home Economics Agent in 1987. Then she began serving as County Extension Director in Henderson County in 1995 and stayed in that position until 2005, when she was named the Volunteer Systems Leader for North Carolina Cooperative Extension Service.

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CHAPTER I

INTRODUCTION

The North Carolina Cooperative Extension Service is the major outreach arm of North Carolina State University. The mission is: “North Carolina Cooperative Extension partners with communities to deliver education and technology that enrich the lives, land, and economy of North Carolinians” (*NCCES*, 2010). This organization utilizes more than 22,500 volunteers called “Advisory Leaders” to serve in an advisory capacity to assist Extension field faculty and staff members with Extension’s educational programs (*NCCES*, 2010). Seaman (1981) stated, “The Cooperative Extension Service has relied upon advisory committees for years in the planning and implementation of one of the most successful grass roots educational programs in the history of this nation” (p. 19). Advisory leaders help directly with programming, marketing, advocacy, and resource development efforts. These volunteers are part of the Advisory Leadership System. This system consists of a State Advisory Council, district councils and/or clusters, one hundred county advisory councils, one Eastern Band of Cherokee Indians Council, and county program and specialized committees. Cooperative Extension depends on this grassroots connection (Groff, 2005). Cooperative Extension has additional volunteers in all program areas including sustaining agriculture and forestry; protecting the environment; maintaining viable communities; developing responsible youth; and developing strong, healthy, and safe families. These volunteers serve as Master Gardeners, 4-H volunteers, Extension and Community Association volunteers, etc. Cooperative Extension depends on volunteers to help fulfill its mission (*NCCES*, 2010).

Lockett, Cummings, and Ripley (2010) stated, “Volunteering is an act of service engaged in by people throughout the world, and it is an important function within the Cooperative Extension system” (p. 14). Effective volunteers provide much needed services to organizations in which they give of their time, resources and talents. In many cases the organization could not exist without volunteer assistance. According to Graff (2006):

While the involvement of volunteers has almost always required some degree of coordination, there is no question that volunteers have been an important and a cost-effective resource. They have returned good value to the organizations that have engaged them, and service users and all citizens in general have reaped a multitude of benefits over the decades from the involvement of millions and millions of volunteers. To have had to pay for this labour is inconceivable. (p. 28)

Advisory groups have been an asset to Cooperative Extension for years. When selecting advisory leaders to partner with Cooperative Extension, it is important to select those with desirable characteristics. Extension staff needs to know how to work with advisory leaders so that they are motivated to fulfill their assignments. Special attention should be given to recruitment so that volunteer positions are filled with the right people. Once an advisory leader is serving, it is important for Cooperative Extension to work to retain effective advisory leaders. Cooperative Extension is positioned to offer quality training to advisory leaders and Extension faculty and staff. Opportunities for training are often reasons volunteers commit and continue to serve. By following principles for identifying, motivating, recruiting, retaining, and training volunteers, Cooperative Extension can have a stronger advisory leadership system and ultimately can be a stronger organization.

Statement of the Problem

Volunteers are critical to the success of North Carolina Cooperative Extension Service. In times of declining resources and shifting of funding, volunteer advisory leaders are needed more than ever to partner with Cooperative Extension to ensure that strong county Extension programs meet the needs of diverse clientele (Vetter, Hall, & Schmidt, 2009). Seaman (1981) stated, “When functioning effectively, the advisory group can be the most important group in an agency or organization” (p. 19). Advisory leaders provide the necessary input to ensure Extension programs are relevant and responsive to local needs. They also assist with marketing efforts such as the Horn of Plenty, Report to the People, and Farm City Day events (NCCES, 2010 & Shore, 2007). In addition, advisory leaders serve as advocates for Extension programs such as the Public Issues Leadership Development Conference (Stroud, 2008).

North Carolina Cooperative Extension Service is fortunate to have committed, knowledgeable, and dedicated advisory leaders. These advisory leaders are very passionate about the mission of the organization. However, there is an inconsistent level of effectiveness among advisory leaders as documented by my observation as Advisory System Leader for North Carolina Cooperative Extension Service. Some county Extension centers have advisory groups that exist only on paper and are not involved with the Extension advisory leadership system. Other county Extension centers have advisory groups that are very active in their respective county programs. Likewise, some districts have highly effective district councils and/or clusters while other districts have minimally functioning district councils and/or clusters. For the purpose of this study an “effective” advisory leader is one that:

1. Demonstrates an understanding of the mission and vision of North Carolina Cooperative Extension Service.
2. Uses their own personal strengths to improve the organization in the areas of programming, marketing, advocacy, and/or resource development.
3. Shows initiative, commitment, and passion toward Extension's efforts to improve the lives of citizens in North Carolina.
4. Participates in advisory leadership functions on a regular basis.
5. Participates in training and leadership opportunities for self-improvement and building his or her leadership capacity.

There is adequate research regarding volunteerism, however only limited research has been conducted to identify the factors affecting characteristics, motivational factors, recruitment, retention, and training needs of effective Extension advisory leaders. This study provides information to help fill this research gap.

Purpose and Research Questions

The purpose of this study was to explore characteristics and motivational factors of effective Extension Advisory leaders for identifying, motivating, recruiting, retaining, and training effective Extension advisory leaders. This study answers the following research questions:

1. What are the characteristics of effective advisory leaders?
2. What are the motivational factors that cause individuals to be effective advisory leaders for Cooperative Extension?

3. What are the best ways to recruit effective advisory leaders for Cooperative Extension?
4. What are the best ways to retain effective advisory leaders for Cooperative Extension?
5. What areas of training are needed to prepare effective advisory leaders?

Implications and Educational Significance

Findings from this study exploring characteristics and motivational factors of effective Extension advisory leaders can be used to strengthen the North Carolina Cooperative Extension Service advisory leadership system. Data gathered from this study will be useful for guiding county Extension staff in strategies for working with advisory leaders. It is the intent of the researcher to share the findings with advisory leaders, professionals in Cooperative Extension that work with advisory leaders, and with Extension officials in other states through the SEAL (Strengthening Extension Advisory Leaders) training (SEAL, 2009).

Assumptions of the Study

It is assumed that those responding to this study (State Advisory Council members and County Extension Directors) were honest in their responses. An assumption is made that the panel of experts were truly knowledgeable and were able to express their knowledge collectively. The Delphi technique utilizes a carefully selected panel of experts (McInturff, 2009). The last assumption is that participants understood results were confidential for the individual respondent and would not identify them individually in any way.

Limitations of the Study

This study was limited to the population of advisory leaders within the North Carolina Cooperative Extension Service. The population is further limited to State Advisory Council members and County Extension Directors. Program and specialized committee members were purposefully excluded from this study.

Definitions of Terms

Advisory Leader - any of 22,500 volunteers that assist North Carolina Cooperative Extension Service in programming, marketing, advocacy, and resource development. These volunteers may serve on the State Advisory Council, district advisory council and/or cluster, county advisory council, program committees, specialized committees, or any other special interest committee.

Advisory Leadership System - the entire system (approximately 22,500) advisory leaders (volunteers) that assist North Carolina Cooperative Extension Service in programming, marketing, advocacy, and resource development efforts. This system consists of the State Advisory Council, district councils and/or clusters, county advisory councils, program committees, and specialized committees.

4-H-Volunteers - volunteers that assist with the 4-H and youth development program. 4-H youth programs focus on providing knowledge, skills, and experiences to help youth become responsible citizens. 4-H volunteers serve in many ways including 4-H club leaders, school enrichment events, etc. These volunteers work very closely with the 4-H agent to help plan, implement, and evaluate 4-H and youth development programs.

County Advisory Council - a group of 12-24 members that work directly with the County Extension Director and county Extension staff to assist with programming, marketing, advocacy, and resource development efforts of the county. These members are usually very knowledgeable and supportive of Cooperative Extension. Many have been participants in Extension programs. County Extension Advisory Councils are required to have balanced membership reflecting the demographics of the county. Membership is expected to rotate on a regular basis.

County Extension Director - provides leadership for the total county Extension program. The County Extension Director works very closely with the county government partner and is often considered a department head in the county. The County Extension Director provides direction for the county Extension staff and ensures that Extension agents are utilizing the advisory leadership system. County Extension Directors work directly with the county advisory councils.

County Extension Center - the county unit which houses the county Extension program. There is a county Extension center in each of the 100 counties and the Eastern Band of Cherokee Indians.

County Extension Program - the educational program that a county Extension staff conducts. This includes “sustaining agriculture and forestry; protecting the environment; maintaining viable communities; developing responsible youth; and developing strong, healthy, and safe families” (*NCCES*, 2010). The County Extension Director provides leadership for the county Extension program. Program planning is based on input from advisory leaders in the county along with Extension professionals.

County Extension Staff - includes all paid and grant appointments in a county for North Carolina Cooperative Extension Service. The county Extension staff may include faculty (County Extension Director and Extension Agents) and staff (Program Assistants, Agricultural Technicians, Administrative Assistants, and other positions). Funding for positions is usually shared between federal, state, and local funds. Some counties fully fund positions they want in their county. Most county Extension staff members work with advisory leaders in some way. Extension agents are expected to have responsibility for program and/or specialized committees and County Extension Directors are expected to have an active county advisory council.

County Government Partner - North Carolina Cooperative Extension Service partners with county government to provide an Extension program for each of the 100 counties in North Carolina and the Eastern Band of Cherokee Indians. The county partner provides space, supplies, etc., and cost-shares salaries and benefits for positions. North Carolina Cooperative Extension Service is part of county government and in some counties the County Extension Director is considered a county department head.

District Council and/or District Cluster - advisory leaders meet as a district or as a cluster (three to four counties). There are six Extension districts in North Carolina Cooperative Extension Service. State Advisory Council members and the District Extension Director work very closely with district councils and/or district clusters. These groups hold meetings and functions to carry out the goals of the advisory leadership system on the district level. They are a very critical link in the advisory leadership system as they serve as the liaison between county advisory councils and the State Advisory Council.

District Extension Director - one of six administrators for North Carolina Cooperative Extension Service that provides leadership for an Extension district. A District Extension Director is responsible for coordinating Extension work with 15-19 County Extension Directors. District Extension Directors work closely with County Extension Directors to maintain strong Extension programs and strong partnerships with county government. State Advisory Council members work closely with their respective District Extension Director.

Extension Agent - a professional educator that plans, implements, and evaluates Extension programs. Extension agents conduct educational programs in the areas of “sustaining agriculture and forestry; protecting the environment; maintaining viable communities; developing responsible youth; and developing strong, healthy, and safe families” (NCCES, 2010). Most often these Extension agents are part of a county Extension center located in one of the 100 counties in North Carolina or the Eastern Band of Cherokee Indians.

Extension Community Association (ECA) - specific group of volunteers for North Carolina Cooperative Extension Service that focus on education, leadership development, and community service. ECA volunteers are most closely aligned with the Family and Consumer Education Program however they work with the entire Extension staff to assist with programming in all areas.

Farm City Day - an annual event that most counties participate in to bring greater understanding of rural and urban living. Counties plan educational events to build stronger partnerships between rural and urban communities.

Field Faculty - professionals (County Extension Directors and Extension Agents) that work off of North Carolina State University's campus. Most of these positions are located at one of the 100 county Extension centers or with the Eastern Band of Cherokee Indians Center.

Horn of Plenty - annual event for North Carolina Cooperative Extension Service in partnership with the North Carolina Association of County Commissioner's annual state meeting. The Horn of Plenty is a feast prepared by Extension staff to express thanks for the strong partnership between Cooperative Extension and County Government.

Master Gardener - specific group of volunteers that receive Master Gardener training and then give back volunteer hours to Cooperative Extension Service. These groups of Extension volunteers work mainly with horticultural education. They answer phone calls, speak for groups, help with events, etc. Some Master Gardeners also serve as advisory leaders in their county and/or at the state level.

Program Committee - small group that assists North Carolina Cooperative Extension Service on the county level with planning, implementing, and evaluating a program area such as "sustaining agriculture and forestry; protecting the environment; maintaining viable communities; developing responsible youth; and developing strong, healthy and safe families" (*NCCES, 2010*). This group looks at the needs of an entire program area and provides input to conduct quality educational programs. Examples of a program committee include Agriculture and Natural Resources; 4-H and Youth Development; Family and Consumer Education; etc. Members that serve on program committees are usually knowledgeable of the program area.

Report to the People - a report given annually to showcase educational efforts of the county Extension program. The county government partner, elected officials, volunteers, clients, and key leaders typically attend. The county advisory council usually helps plan and conduct the report to the people.

Specialized Committee - small group that assists North Carolina Cooperative Extension Service on the county level with planning, implementing, and evaluating a specific program. The group looks at the needs in a specific area and provides input to conduct quality educational programs. Examples of specialized committees include ornamental production; health and wellness; 4-H school enrichment; etc. Members that serve on specialized committees are usually experts in the specific area.

State Advisory Council - a group of 33 volunteer leaders across North Carolina that partner with North Carolina Cooperative Extension Service on programming, marketing, advocacy, and resource development efforts. There are five members from each of the six Extension districts, two youth members, and one representative from North Carolina A & T State University's Strategic Planning Council. Members can serve up to six years and then rotate off except for youth members which only serve two year terms. State Advisory Council members provide input on the total Extension program. Nominations for service come through the District Extension Director and are approved by Extension Administration. Typically these volunteers are very knowledgeable and supportive of North Carolina Cooperative Extension Service.

Strengthening Extension Advisory Leaders (SEAL) - a conference designed for advisory leaders and Extension professionals that work with advisory leaders in the Southern Region

states. The SEAL conference began in 2001 and has addressed the educational need to build stronger advisory groups. This conference focuses on providing user friendly curriculum that participants can use back home with advisory groups. The conference is usually held every other year.

Summary

Advisory Leaders are critical to the success of Cooperative Extension programs. Advisory groups function at different levels of effectiveness. The researcher sought to determine the most effective ways for identifying, motivating, recruiting, retaining, and training advisory leaders. While there is adequate research on these factors regarding volunteerism, there is limited research specifically on advisory leaders. This study helps to close this gap in research.

CHAPTER II

REVIEW OF LITERATURE

The review of literature indicates much research has been done to investigate characteristics and motivational factors of effective volunteers; however, less work has been published with Cooperative Extension advisory leaders as volunteer subjects. The review of literature will look at both the research with volunteers and the research available specific to advisory leadership. This review of literature has been organized according to characteristics, motivation, recruitment, retention, and training needs of effective volunteers.

Characteristics of Effective Volunteers

There are several characteristics of effective volunteers. A characteristic of an effective Extension advisory leader is they understand their role is different from a board member. Their role is an advisor. Volunteers want to accomplish goals that contribute to a greater end product. Cooperative Extension has the opportunity to benefit from advisory leaders while providing these leaders opportunities for personal satisfaction (Seaman, 1981).

According to Bolton (1992), Extension advisory leaders must have a willingness to serve the organization. Often they have a strong desire to help others. They must believe in the mission of the organization and their schedule must allow them to serve. If they cannot attend meetings and participate in meetings and events, then other advisory leaders should be recruited. A commitment needs to exist for the Extension advisory leaders to effectively carry out their duties (Gamon, 1987).

Volunteers are described in numerous ways. Most are eager to share their abilities and skills with others. Extension volunteers are equipped with various backgrounds, experiences,

talents, skills, and interests that can be utilized in assignments (Penrod, 1991). Volunteers are often very outgoing and social. Meeting new friends and working with friends are advantages to volunteering. Volunteers that meet new people and develop friendships are more likely to continue to serve (Ryan, Kaplan, & Grese, 2001). Volunteers like to seize opportunities to do good things for others (Scheier, 2009).

It is important for those working with volunteer leaders to ensure a diverse group. Ebling (1985) reported successful Extension advisory groups need to have a balanced membership (diverse race, gender, geographical area, etc.), understand their role, and commit to their assignment. Barnett, Johnson, and Verma (1999) studied perceptions of Extension field faculty as it related to the effectiveness of cotton advisory committees. They concluded the membership of the committee needs to be diversified and representative of all groups with some representation from younger members.

Youth and adults can be effective volunteers for Cooperative Extension. Volunteering is an opportunity for youth to be engaged in their community. Often youth are willing to commit their time to volunteer service at an above average level. Young families with children and work responsibilities tend to give less time to volunteerism. Employed older adults sometimes have difficulty finding time to volunteer with busy work schedules (Merrill, 2006). According to MacLeod (1993), “Most volunteers are between 30 and 45 years of age and they contribute an average of five hours per week” (p. 3-4). A study by Fritz, Barbuto, Marx, Etling, and Burrow (2000) examined motives and recognition strategies of Extension 4-H volunteers in Nebraska and indicated 4-H volunteers tend to be around middle age and have a commitment to 4-H.

Cooperative Extension utilizes both male and female volunteers with varying employment status. Some volunteers are employed full-time while others are part-time or not employed (*NCCES*, 2010). Male volunteers tend to be engaged in full-time employment more than female volunteers (MacLeod, 1993).

According to Fritz et al. (2000), Extension 4-H volunteers are likely to participate because they have a child in 4-H or they have had a child in 4-H. 4-H alumni are often 4-H volunteers. Participating as a 4-H volunteer provides the participant the opportunity to help others while spending time with their own child and/or children.

Motivation of Volunteers

Cooperative Extension Service relies on the assistance of volunteers. Vetter et al. (2009) indicated Extension volunteers are always important but especially during times of distressed budgets. Cooperative Extension would not exist as it is today without the volunteer base. Since volunteers are critical to Extension's future, staff must know how to motivate effective volunteers.

Advisory groups are made up of advisory leaders with a wide assortment of personalities. Often County Extension Directors and Extension Agents do not know how to best motivate advisory groups. For an advisory committee to be effective, the County Extension Director or Extension Agent must provide leadership so the organization and the volunteers receive benefits. Nominal group techniques are effective to involve all advisory members. When Extension faculty and advisory leaders both understand their job function, their contributions to Extension are much greater (Place, 2007).

Every day thousands of volunteers give of their time and efforts to help others. Many have wondered why people are willing to help others, even those they have never met. Riley, Schott, and Schultinik (n.d.) indicated it is important for the volunteer manager to determine the individual motivations for each Extension volunteer so they can be placed in volunteer roles to meet their needs as well as the needs of the organization. Scheier (1980) indicated the volunteer job is the primary motivator when it is a match to the volunteer. It is important for the volunteer manager to find out a volunteer's gifts, abilities they enjoy giving, and dislikes. For volunteers to continue to have the desire to serve, the organization must continue to offer new opportunities and challenges to volunteers (Finkelstein, 2007). Often individuals are motivated for more than one reason. A volunteer manager needs to understand individuals have their own reasons for volunteering and these needs can sometimes be very complex (Ellis, 1994).

Volunteers give their time for many different reasons. Some are motivated to help others, to feel needed, to improve the community, to get recognition, to gain education, and to have social interaction. Also the volunteer opportunity could possibly lead to a future career. Some use volunteering as a way to keep busy and focus on positive things (Clary et al., 1998). Walker (1991) also stated reasons why individuals volunteer. Volunteers like to be a part of something that valuable. Some volunteer to fulfill the need to achieve and help others. Often people begin volunteering because someone asked them and continue to volunteer because they believe in what they are doing. They found participants did not report self-esteem as being a major reason to volunteer. Fisher and Cole (1993) identified three theories of motivators for volunteerism. They are finding personal fulfillment, helping others,

and receiving benefits. There are numerous examples for benefits such as receiving recognition and obtaining self-fulfillment. A study by Braker, Leno, Pratt, and Grobe (2000) examined the benefits of volunteering for Oregon State University Extension and found volunteers receive several benefits from volunteering. These include education, opportunity to help others, social contacts, self-esteem, and getting to spend time with their own children. Similarly, Moore (1985) indicated improving self-image, gaining knowledge and skills, working with others, gaining experience to share with prospective employers, and receiving the opportunity to transition to retirement as benefits received by volunteers.

Wolford, Cox, and Culp (2001) examined reasons people volunteer for Extension master volunteer programs in Ohio. They found volunteers want to be in an environment where they can learn and help others. Cleveland and Thompson (2007) studied participants of the Iowa Community Tree Steward program to determine motivational factors of volunteers. They indicated volunteers will stay for a longer period of time if they are engaged in volunteer work.

Volunteers need to know their efforts make a difference. According to Deppe and Culp (2001) who explored Extension 4-H agent's perception of volunteer administration in Ohio, recognition is an important motivator for volunteers. In a study to determine motivational factors for Extension 4-H volunteers in Ohio, Culp and Schwartz (1999) found 4-H volunteers like to be affiliated with a good organization and have the opportunity to participate with their children. They want to know their time and efforts are making a difference. They found volunteers need to be valued and recognized. Similarly, Vetter et al. (2009) found educators need to recognize and let volunteers know they are valued.

According to Macduff (1986), volunteers want to know they are part of a meaningful group, have value, can freely communicate, participate in work that serves a purpose, and help make decisions. A successful volunteer manager will be able to apply these principles for maximum service from volunteers. Just as employees feel valued when the organization communicates to them, the volunteer feels valued when the organization provides timely communication to volunteers (Fisher & Cole, 1993).

Motives for volunteering often relate to an individual's goals and values. MacLeod (1993) indicated motives for volunteering. These include knowing their efforts help improve the community, provide an opportunity to give back, and makes a real impact in the lives of others. Volunteering is a way to seek fulfillment that may not exist at home or work. Similarly, Nelson (2007) found in a religious setting volunteers are motivated if they feel they can provide value to an organization. Meaningful work was also identified as a motivator for volunteers. Yoshioka, Brown, and Ashcraft (2007) cited opportunities for education, helping others, and social interaction as motivators of seniors for volunteering. Another study reviewing motivational factors of senior volunteers revealed social interaction, health reasons, and opportunity to engage in meaningful work as motivating factors for volunteering (Petriwskyj & Warburton, 2007).

Volunteer jobs have to be interesting and challenging to sustain motivation. Those working with volunteers should listen to the volunteer and seek to learn the primary motivators. Volunteer positions must be enriching and fun (Wilson, 1976). Similarly, Vetterm et al. (2009) indicated having a certain level of fun is important and that work should be celebrated. Most volunteers start their assignment with lots of enthusiasm. However, Seita

(1990) found some volunteers were not satisfied with their experiences or did not receive necessary direction. When things aren't going well, the volunteer loses the desire to serve. The role of the volunteer manager is to be aware of problem areas and correct them if possible. Problems should be addressed in a timely manner as stressful situations can carry over to other volunteers. McCurley and Vineyard (1998) recommended strategies to motivate volunteers that may be experiencing problems. These include having volunteers meet standards, giving feedback, taking time to know the volunteer, asking the volunteer for feedback, and modeling appropriate behavior.

According to Hustinx, Haski-Levental, and Handy (2008), volunteer managers need to be aware of the differences between episodic and regular volunteers regarding motivation. For instance, episodic volunteers respond best to flexible schedules. Organizations can increase the volunteer force by taking advantage of episodic volunteers. Even though there are differences between the two groups, both groups are motivated by simple expressions of recognition and appropriate training. Beder and Fast (2008) explored reasons an episodic volunteer would participate in an event such as a walk or a run. The main motivational factors identified by the study are helping others, feeling important, gaining knowledge, and addressing personal issues. Episodic as well as traditional volunteers need appropriate recognition.

Volunteers like to be part of a group they feel has value especially when the group includes youth or even their own children. A study by Fritz, Karmazin, Barbuto, and Burrow (2003) examined motivational factors of 4-H leaders in Nebraska. Recognition directly from an individual 4-H participant is a prime motivator as well as other forms of personal contact

by the 4-H member. A study by Byrne and Caskey (1985) which surveyed 4-H volunteers and Extension staff in Minnesota found several motivational factors for volunteering for 4-H. These included participating in a positive learning environment with their children, working with other youth, challenging opportunities, fun, and a family bond. Volunteers prefer intrinsic recognition as opposed to public awards. Similarly, a study on parent involvement in youth programs by Jones, Skogrand, Carter, and Black (2008) indicated having a child involved in a youth program such as 4-H is a strong motivator to volunteer. Parents like to be involved in family friendly environments with their children.

Extension agents can benefit from involving advisory leaders in functions. Syracuse (1996) indicated Extension advisory leaders like to help with needs assessment, communicating with Extension stakeholders, and recruitment of new members. Events such as luncheons give advisory leaders opportunities to participate and contribute to the Extension program. Ilsley (1990) stated:

Some degree of professionalism is no doubt necessary in most formal volunteer organizations today, but managers should never lose sight of the fact that the true strength of voluntarism lies in the forums it provides for involving citizens in public life and keeping our institutions alive and responsive. Making sure that volunteers participate as much as possible in all parts of an organization and that their input is welcomed and utilized is one of the most important parts of a volunteer manager's job, for doing so can produce both deeper volunteer commitment and a more viable, flexible organization. (p. 130)

Schmiesing, Soder, and Russell (2005) found volunteers willing to participate in a

youth literacy program volunteered to help mankind and for benevolent reasons. These findings are different than those which suggest achievement, affiliation, and power are the primary motivators. These findings may reflect the nature of the volunteer assignment.

Youth like to participate with organizations that value youth volunteerism. Serving on Extension advisory committees gives youth greater responsibility and helps them to develop leadership skills. Volunteer opportunities for youth help them to develop into future leaders (Bruce, Nicola, & Menke, 2006). In a study on youth volunteerism involving 4-H agents and youth, Barnett and Brennan (2008) indicated youth enjoy serving when adults encourage youth participation. They need to know their input is valuable. Safrit, Gliem, and Gliem (2007) stated, “While service learning may be an effective method through which to introduce youth to volunteer service, youth would still benefit from a close friend, family member, or adult mentor to sustain their interest and initiative to volunteer” (p. 81).

Recruitment of Volunteers

Selection of advisory leaders to serve on Extension committees/councils is very important to the future direction of Cooperative Extension. MacLeod (1993) indicated volunteers will serve when they know the organization meets a real need in the community. Several organizations are actively recruiting volunteers. Fisher and Cole (1993) stated:

To remain competitive in this changing volunteer market, administrators must be able to employ recruitment strategies that have maximum potential for successfully attracting volunteers whose skills and interests match the needs of the organization.

The volunteer administrator who approaches volunteer recruitment as a marketing problem and uses exchange theory and other principles of marketing to gain the

attention of potential volunteers will remain competitive in the most demanding environment. (p. 82)

Culp, McKee, and Nestor (2005) examined demographics among 4-H Extension agents, volunteers, and specialists in a national study. One of the findings indicated Extension agents need training to be able to effectively recruit and work with volunteer leaders. They also found agents should target people which are already active in the community and provide an orientation to volunteers so they understand their role.

Often volunteers are selected from traditional Extension audiences that are involved and supportive of the Extension program. Black, Howe, Howell, and Bedker (1992) conducted a study on Extension advisory councils to examine the selection process for new advisory leaders. They found the makeup of Extension advisory groups needs to be more diverse to be representative of all people Extension serves. Merrill (2006) stressed the importance of having diverse groups of volunteers. Similarly, Deppe and Culp (2001) indicated the importance of diversity in the volunteer force to best serve the community.

Several recruitment techniques are employed to find effective advisory leaders. Often current volunteers and staff in an organization have a clear understanding of the need and are able to recommend individuals whom they believe would fit the role. When there is a specific need for a volunteer, recruitment would need to be selective. A clear description of the volunteer role needs to be shared to match interests appropriately. To get the word out to larger audiences, general advertising can be utilized (MacLeod, 1993). Similarly, Macduff (1986) reported current volunteers can suggest individuals that would be a good volunteer match for the job. Staff members are also knowledgeable of individuals that may have the

willingness and ability to serve. In some cases, volunteers are appointed by a governing body. Volunteer positions can also be advertised in publications related to the volunteer position. Agencies and professional organizations are also good sources to recruit volunteers.

Potential volunteers deserve to be provided with basic information about the volunteer role and the expectations of the volunteer. According to Macduff (1989), a clear explanation of the volunteer role is part of the recruitment phase. It is important to be upfront about time involvement, length of service, staff help, etc. One of the best recruitment tools is an organization's strategic plan which outlines the volunteer program (Bahrieva, 2006). Similarly, when recruiting 4-H volunteers, Hammatt, McCrory, and Mullen (n.d.) suggested providing an overview of the volunteer role, purpose, time involvement, etc. A potential volunteer should have the opportunity to ask questions to better understand the position. Potential volunteers learn more about the 4-H program through this process even if they decide not to become a volunteer. Time spent during recruitment is valuable to determine if the volunteer and the volunteer job match. Ellis (2009) shared Ivan Scheier's glad give: "Ivan defined this as: something fairly specific you like to do, and can do pretty well, which might be of use to someone else" (p. 2). This approach is successful as it provides the opportunity to match volunteers to appropriate assignments. Volunteers need to understand their expectations before making a commitment.

Finding the right volunteer to assist with an Extension program can sometimes be difficult. A study on volunteerism working with 4-H natural resource programs in Pennsylvania found it is beneficial for the volunteer to have a genuine interest in working with a specific program. Also when working with 4-H, volunteers need to have a passion for

young people. Often volunteers initially participate with 4-H because of their own children or because someone asked them to help (Smith & Finley, 2004).

In our web-based society, prospective volunteers can find the web an effective resource for making a decision on volunteering for a particular organization. Volunteers can be recruited via the web (Allen, Goh, Rogelberg, & Currie, 2010). An organization's website can be a very effective recruiting tool for volunteers. There are opportunities to be online volunteers (Cravens, 2006). Goh, Allen, Rogelberg, and Currie (2009) recommended organizations provide a direct link from the home page on volunteerism. The web site should also quickly and clearly help the prospective volunteer understand the mission of the organization.

While sources to recruit volunteers may vary, the individual making the contact always needs to be motivating and encouraging. Ellis (1994) stated:

Prospective volunteers will respond more to a spokesperson who seems warm, likeable, and enthusiastic than to someone going through the motions of giving information. So the most important qualification for becoming a recruiter is the ability to convey genuine commitment: as I have said before, sincerity wins out over technique every time. (p. 104)

Volunteers are not always a good fit for a volunteer assignment. One of the most important strategies is to carefully select new recruits so correct matches will be made. This is accomplished by having a clear description of the volunteer duties, screening, and interviewing before an official volunteer offer is made. These steps ensure common expectations to both the volunteer and the organization. Most volunteers will appreciate the

extra effort in the screening and interviewing process. This process helps them to know they were carefully selected based on their qualifications and not just the need to fill a spot (Tremper & Kostin, 1993). Wilson (1976) recommended considering specific jobs before recruitment. Once the job is designed, then recruiters can seek appropriate matches. Brudney (1990) similarly mentioned about the importance of carefully selecting volunteers in the recruitment phase to match volunteer needs with the organization. A clear description of the volunteer role is needed to find the right match. The position needs to be a match for both the volunteer and the organization.

Today's volunteer has several options to choose volunteer opportunities. Before recruiting volunteers, the organization needs to consider their mission and vision, current members, and the expectations of those being recruited (Dodson, 1993). Volunteers want to know their efforts will make a difference (Fisher and Cole, 1993). The organization, club, church, etc. must have meaningful jobs to attract volunteers. Sometimes jobs are broken down into sections where more than one volunteer can carry out the tasks. Also volunteers may prefer the option of temporary work. The more options an organization has, the more likely it will be to recruit candidates that fit the role (Scheier, 1980).

When recruiting volunteers, Extension professionals need to understand human development throughout the life cycle so volunteers are recruited for the appropriate role for their particular needs and situation. Volunteers need to be recruited from different age groups. Youth and seniors have different needs but also offer different strengths. When appropriate, having varying age groups enriches the volunteer base and volunteers can grow from their interaction with each other (Culp, 2009). Recruiting youth provides much needed

experience while utilizing their energy and motivation to be of service to others. It also helps them to become lifelong volunteers (D'Agostino, 2009). In a study of older adults to determine motives and incentives of volunteering, Rouse and Clawson (1992) indicated older adults are a target population for organizations needing volunteers. They have time, experience, and skills to share and are often seeking opportunities to spend their time in meaningful ways. To recruit and keep volunteers, Extension must have attractive, meaningful, and satisfying volunteer roles that provide opportunities to make a difference. Swinson (2006) suggested emphasizing the health benefits of volunteering to recruit older volunteers. Merrill (2006) found volunteers like to serve with an organization that allows flexible schedules.

According to Ellis (1994), as long as meaningful volunteer opportunities are available, there are people willing to give of their time and efforts. The organization's needs must be communicated so prospective volunteers are aware of the roles in which they can help. Similarly, Scheier (1980) found volunteers are likely to give time and effort to something they feel strongly about when it relates to a community concern. Wilson (1976) too, believed having a great program and meaningful jobs are the best ways to recruit volunteers. Volunteers like to be a part of a successful program. Organizations need to have a continuous recruitment plan in place so they are always looking for the right volunteers. Volunteer agencies can be great sources for possible recruits. Time spent on recruitment to find volunteers that have skills and commitment is well worth the effort.

There are passionate individuals that will make great volunteers. Board banks have people listed with their talents and skills. These board banks are helpful to find matches

between interests and volunteer roles. Civic organizations are made up of community minded individuals who enjoy volunteering. Religious institutions often have recommendations of effective volunteers. Donors that give their money to a good cause will often volunteer. Local companies are great places to find volunteers. Companies like to be viewed as community oriented and will support employees serving on boards and advisory groups. Real estate professionals can scout potential volunteers with potential to help improve their new community. Working with realtors can be helpful as one of the first agencies to find volunteers before they get tied up in other roles. Volunteers are everywhere in a community. It is in an organization's best interest to always be on the look-out for prospective volunteers (Weisman, 1998).

Traditional approaches of recruiting volunteers with prescribed job descriptions may not be the best approach for volunteers in society today. Ellis (2008) recommended utilizing a volunteer data bank to take an inventory of what a prospective volunteer has to offer in skills, time, talent, etc. When staff needs volunteers, they can access the bank to look for possible matches. This allows volunteers the opportunity for service with attention to their strengths and a schedule that fits their lifestyle.

It is easier to recruit some volunteers when they know the volunteer assignment is short-term or episodic. According to Macduff (1991), episodic volunteers need supervision, training, and support. Organizations can benefit from involving a continuous group of episodic volunteers.

Retention of Volunteers

Cooperative Extension benefits by retaining effective advisory leaders. Volunteer managers play a key role in retaining a strong volunteer base. Safrit, Schmiesing, Gliem, and Gliem (2005) stated, “While still a relatively young profession, the volunteer administrator profession has nonetheless played an important role in the evolution of volunteerism around the world” (p. 5). According to Katz (2007):

People of all ages and backgrounds have the skills, passion, and interest to help strengthen their communities. Whether and how they are engaged and supported is the difference between meaningful and sustainable impact, and disassociation with a sector that no longer meets their needs. Who better to develop and champion innovation in the sector than volunteer managers? (p. 57)

Macduff (1989) indicated a positive relationship with the volunteer manager is essential to retain quality volunteers. Volunteers like to have clear direction, encouragement, and open communication from the volunteer manager. In a study examining Extension agent’s ability to be volunteer managers, Boyd (2004) recommends Extension place a greater emphasis on training in volunteer management. Every Extension agent is a volunteer manager and needs training to work with advisory leaders in an effective manner. They need to have the ability to develop leaders in a positive work environment. Agents need to have training so they understand the purpose of advisory leadership and they know how to work with volunteers. Also they found advisory committees need an agenda, clear purpose, recognition of members, nurturing, and minutes in advance of the meeting (Barnett, Johnson, & Verma,

1999). Extension programs will be strengthened as agents become more effective as volunteer administrators.

Volunteers that have their needs met and stay actively engaged in their volunteer role tend to stay longer than those that did not find the volunteer role satisfying. Retention of volunteers helps keep costs down and ensures a pool of experienced and skilled volunteers. Even if the volunteer role is episodic, it is important for volunteers to be satisfied so they will return when they are available and/or when there is a new assignment. One way to ensure volunteer satisfaction is to clearly define expectations for the volunteer and the organization at the beginning of the assignment and to revisit expectations throughout the assignment (MacLeod, 1993). Finkelstein (2007) and Starnes (2007) indicated volunteers are most effective in their role if they receive some type of meaningful benefit. According to Lynch (2009), volunteers will continue to work with an organization for a longer period of time when they have jobs they enjoy. If volunteers are not happy in their assignments, they will eventually find other volunteer opportunities. Volunteer managers need to make sure volunteers are matched with assignments that benefit the volunteer as well as the organization.

In a study to determine motivators of Extension 4-H leaders, Culp (1997) recommended recruiting volunteers that have the potential for long-term service such as parents of 4-H members who participated in 4-H when they were young. Volunteers need to know they are a valuable asset. Volunteer schedules must be flexible. Since many 4-H volunteers leave after their children complete the program, other opportunities for volunteerism need to be pursued. Another study on Extension 4-H volunteerism by White

and Arnold (2003) found time pressures make it difficult for continued involvement as a volunteer and recommended Extension agents require less of a time commitment but still provide meaningful opportunities to volunteers. For long-term involvement, it is important for Extension staff to build positive relationships with volunteers.

Volunteers like to be part of groups they view as productive. According to Deppe and Culp (2001), strong programs exist and will continue when volunteers are sustained. Often advisory council members spend time in the volunteer role learning the job. If they are given an orientation at the beginning of their term, they have a better understanding of their role and are more productive. Providing orientation training not only provides the volunteer with needed information, it also lets the volunteer know they are valued and the organization is willing to make a commitment to their service (Seel, 2010). Early in an advisory council member's term, it is good to have an opportunity to accomplish goals. It is much easier to keep advisory council members involved when they have a feeling of achievement. They like to feel they are a contributing member of the council (Cole & Cole, 1983). Edwards (2008) stated:

Volunteer advisory councils differ significantly from governing boards in terms of their scopes of responsibility. Management strategies, however, are basically the same for both groups, and by effectively engaging these critical volunteer leaders, volunteer organizations and volunteer resource managers will be developing leaders and building loyalty that will contribute to the organization's sustainability far into the future. (p. 46-47)

McBee (1994) described several ways to retain volunteers. These include caring, valuing, communicating, having creative meetings, and accomplishing goals. Most volunteers have a desire to serve others. When an organization communicates it values service, retention of volunteers is not a problem. The basic needs of a volunteer must be met before they can be productive.

According to Gamon (1987), Extension advisory leaders like to have a good time while participating in meaningful work. Similarly, Hustinx and Handy (2009) reported volunteers continue to serve organizations where they feel they are making a difference and enjoy the work. Volunteers should always be treated with respect (Vettern et al., 2009). Volunteers need to have opportunities for interaction with staff. This helps the volunteer to know if their work is on track and appreciated. It also gives the staff person an opportunity to understand the volunteer so appropriate recognition can be given (Jeselsohn, 2009).

A study on volunteer commitment in environmental programs by Ryan et al. (2001) stated, "Our findings also point to the importance of considering volunteers as people with a deep commitment to their work. They are not free labour, but individuals who will keep coming if their needs are fulfilled" (p. 645). Volunteers that have a passion for certain areas will gladly give time and effort to make a difference. These volunteers need to continue to learn new things. It is important to remember different volunteers are at different stages of development and have different needs. They also like to know their efforts have made a difference. Opportunities to share their volunteer experiences with others increases their commitment and passion of the volunteer assignment (Bradner, 1993). In a study to

determine best volunteer management strategies of those working with Extension Master Gardeners, Lockett and Boleman (2008) indicated volunteers like to be given challenging roles such as being middle managers.

Throughout the volunteer experience, motivations may change for the volunteer. To maintain a volunteer's interest, they need to be continually challenged in their assignment. Volunteers that have served for a period of time will have different needs from a new volunteer. New volunteers need attention and opportunities to learn. More experienced volunteers need to have higher level assignments to keep them challenged and involved (Fisher & Cole, 1993).

Good volunteer management is essential to keeping volunteers engaged. Farmer and Fedor (2002) conducted a study with March of Dimes volunteers which examined a volunteer's contributions to an organization. They found volunteer managers should respect volunteer time, provide social interaction, keep volunteers engaged, and provide opportunity for volunteers to engage in meaningful work. A study by Rehnborg and DeSpain (2007) examined volunteers in Texas state agencies. They found volunteers will find other opportunities if their time is wasted or their service is not valued. Volunteer managers have the responsibility to look after volunteers and provide meaningful opportunities. Dodson (1993) recommended having well organized board meetings to secure strong board members. Volunteers need to see commitment from the staff and the board. Time spent preparing for a well thought out board meeting is a good investment. Other recommendations to retain good board members included providing benefits, respecting volunteer's time, staying in contact, communicating, recognizing successes, providing training, avoiding favorites and personal

relationships, reviewing strategic plans, and listening to volunteer's input. Similarly, Vineyard (1994) recommended volunteers have input into decisions.

It is important to include volunteers from all age groups. *Keeping Baby Boomers Volunteering* (2007) recommends considering baby boomers as possible volunteers. This group is volunteering more than past generations have at the same age category. Because of their high education levels, baby boomers are very committed to challenging work.

According to *Keeping Baby Boomers Volunteering* (2007):

The year-to-year retention rate for Baby Boomer volunteers who perform more challenging assignments, such as professional or management activities (like strategic planning, volunteer management and coordination, and marketing) is the highest, at 74.8 percent, followed by Baby Boomers who engage in music or other performance arts (70.9%) and those who do tutoring, mentoring, and coaching (70.3%). (p. 3)

As with all age groups, volunteer managers need to make sure baby boomers have positive experiences. To retain baby boomers, correctly match assignments, provide quality training, and treat with respect (*Keeping Baby Boomers Volunteering*, 2007).

According to Fisher (2008), flexible volunteering is a strategy to keep volunteers involved. Today, many people desire to volunteer but because they have so many obligations, they find it difficult to commit to a volunteer role. Flexible volunteering allows people to volunteer on their own time in person or via technology. Communication technologies allow people quick access to an organization's volunteer needs. They can quickly see needs and commit to what they are able to accomplish. They can report their volunteer activities

electronically which is beneficial for both the agency and the volunteer. Even though the volunteer may not be seen face to face as much as those in a traditional volunteer role, recognition is still very important. Vetter et al. (2009) also indicated flexible volunteering makes it easier for volunteers to work around family, work, and other demands.

Volunteer recognition is a necessary component of a volunteer program. In a publication for Extension field faculty, Bolton (1992) acknowledged the need for Extension volunteers to know their efforts are appreciated. In a study to examine motivators and actions of exemplary volunteers, Littlepage, Perry, Brudney, and Goff (2007) found recognition is valued by over half of all volunteers. Meaningful recognition should be built into a volunteer program and match the reasons the volunteer is giving their time. Volunteer managers need to determine the appropriate recognition for the individual volunteer. There are many types of recognition. They include offering opportunities for the volunteers, acknowledging them, giving rewards, and volunteer recognition events (MacLeod, 1993). Similarly, Littlepage et al. (2007) found volunteers appreciate written notes and media coverage. Bolton (1992) recommended providing recognition to fit the volunteer's reasons for volunteering. D'Amour (1999) recommended continuously showing volunteers appreciation by providing some type of recognition. This could include small items like a certificate along with praise, a flower, etc. Successful volunteer programs include recognition as part of the program.

Training Needs of Volunteers

For volunteers to be effective, they must continually grow. Organizations can utilize a volunteer base to expand their efforts but must provide training so volunteers are effective. Volunteers need a thorough orientation so they understand the organization. Also they need a

clear understanding of their role, duties, and communication procedures. Continuous training helps volunteers contribute at a higher level for the organization by providing clear direction and personal growth (Borden & Perkins, 2007). *Isoture: an extension* (n.d.) reported findings from a survey with Minnesota Extension 4-H volunteers and staff which identified training as one of the highest priority needs of volunteers. Training is essential to improving the effectiveness of volunteer programs.

Volunteers who serve as board members need training to fulfill their role as a board member and to be more effective in their roles. According to Macduff (1986), volunteers like to enjoy the time they spend while participating in purposeful training. Board members need to have opportunities to enhance their growth for the future benefit of the organization they are representing. Those serving on boards have the responsibility to learn as much as they can to grow and become more productive in their roles as board members (Houle, 1989). Weisman (1998) discussed the importance of an orientation and follow up training to build stronger boards. Training is essential as boards help determine the future direction of the organization.

Training for volunteers is strengthened when volunteers are involved in the entire learning process. Kaufman, Carter, Rudd, and Moore (2009) recommended seven essential principles of adult learning when providing learning opportunities with volunteers:

The seven steps include: 1. Diagnosing needs through mutual assessment, 2. Setting objectives through mutual negotiation, 3. Designing learning plans to fit the context, 4. Preparing learners in program promotion, 5. Setting the learning climate at

program gatherings, 6. Implementing learning activities, and 7. Program evaluation and revision. (p. 28)

Following principles of adult learning helps to ensure training is on target and participants are engaged in the learning process (Kaufman et al., 2009).

Orientation training is necessary for volunteers to be productive. Often, people will get placed in volunteer positions with very little guidance on their role. Orientation along with a training manual helps volunteers to be productive when they begin their role. It also helps them to grow in their volunteer role. The manual continues to serve as an important resource for volunteers. Not only does the orientation session provide a foundation and understanding of the organization, it helps the volunteer to have an understanding of required expectations (MacLeod, 1993 & Seel, 2010). Penrod (1991) stated:

The formal orientation process is a structured and focused set of teaching and learning activities that help prepare the volunteer for a specific role. These activities may include explaining organizational by-laws, operating procedures, related policies, benefits, volunteer expectations, organizational goals, structure, and objectives. During formal orientation, a leader should share written materials, conduct prepared presentations, and get feedback through dialogue, or evaluation to be confident that those involved have accurate information about the organization and the job to be completed. (Orienting Volunteers section, ¶ 3)

Smith, Dasher, and Klingborg (2005) conducted a study on urban youth and described a program for recruiting and training 4-H volunteers in California. 4-H partnered with a community college to offer a formal course to potential volunteers. Participants in the course

volunteered with children in a science literacy curriculum. Based on evaluation results, the children showed significant increases in skills and the participants had a much better understanding of their volunteer role. Also, volunteers received appropriate recognition. With proper training, volunteers are more confident and able to accomplish the goals of the organization (Kepets-Hull, 1991).

Another example of training needs was evident when Moravec (2006) shared the results of a study regarding continuing education of Extension Master Gardeners in Colorado. She found these volunteers are very interested in receiving additional training. One of the reasons many Master Gardeners initially take the course is to gain education in the area of home gardening. Similarly, Schrock, Meyer, Ascher, and Snyder (2000) studied benefits of the Extension Master Gardener program in Missouri. They found the major benefit of volunteering was to receive education.

Continuous training opportunities are needed to help volunteers gain knowledge and skills as well as build confidence. Volunteers perceive their role has a greater value when agencies put forth resources on training (Macduff, 1986). Training lets the volunteer know they are valued by the organization. Loyalty is built among volunteers that are given opportunities to participate in training (Ellis, 1986). Volunteers should be involved along with staff to identify major training needs. Even though volunteers come from various backgrounds with varying levels of expertise, group sessions are valuable so they have the opportunity to learn from each other (MacLeod, 1993).

Often volunteer managers are focused on the training that needs to occur so volunteers can perform their duties successfully but volunteers also grow personally as a

result of their training opportunities. This personal development is an added benefit of the volunteer experience (Kepets-Hull, 1991). Volunteer managers that recognize the importance of transformative learning can assist with the personal growth of the volunteer. Providing opportunities for transformative learning makes it possible for the volunteer experience to provide a much deeper level of meaningful service (Franz, 2008).

Summary

There is considerable literature available on the characteristics and motivational factors of volunteers. 4-H volunteerism and the Master Gardener program have a great deal of information that has been documented in studies. Less research has been done on effective Extension advisory leaders. Major themes reoccurring in the literature review are characteristics of volunteers, motivation of volunteers, recruitment and retention of volunteers, and training needs for volunteer leaders.

CHAPTER III

METHODS AND PROCEDURES

This study explored strategies for identification, motivation, recruitment, retention, and training of effective Extension advisory leaders. Results from this study will be used to develop and provide relevant training for Extension faculty, staff, and advisory leaders to strengthen the advisory leadership system for North Carolina Cooperative Extension Service. Chapter III describes the research design, panel selection, instrumentation, and methods of data collection for this research project.

This Delphi study was approved by the Extension Council of North Carolina Cooperative Extension Service (Appendixes A & B). The study was also approved by the Institutional Review Board for North Carolina State University (Appendix C).

Research Design

The Delphi technique was utilized to conduct the research for this study. This type of exploratory research requires gathering information from individuals who have expertise in a particular area. The Delphi technique has been designed to facilitate this type of information gathering (McInturff, 2009).

Custer, Scarcella, and Stewart (1999) stated, “The Delphi survey technique was developed in the 1950s by two research scientists working at The Rand Corporation, Olaf Helmer and Norman Dalkey” (¶ 4). This methodology utilizes several rounds of questionnaires with an expert panel. The process was developed as a technique to examine future events (Custer et al., 1999).

The Delphi technique gathers information anonymously with a series of individual rounds designed to gain feedback from experts. The intent is to receive consensus from the group (Dalkey & Helmer, 1963). Varying numbers of rounds are used depending on the specific study (Skulmoski & Hartman, 2007). The first round asks participants to brainstorm as many answers as possible to one or more questions. Answers are compiled and sent back to the group for round two so respondents can evaluate the group responses and add more ideas if feasible. The compiled answers are sent back to the group for round three asking participants for more feedback and possibly asking them to rank the previous answers. Additional rounds may be necessary to reach consensus (Ludwig, 1997).

There are several advantages of the Delphi technique. Respondents are not influenced by dominant members, sound is not distracting, and there is no pressure by the group to conform. Another advantage is respondents can see all the feedback and feel a part of the process (Dalkey, Rourke, Lewis, & Snyder, 1972). Weaver (1971) stated, "Delphi has been justified primarily on the grounds that it prevents professional status and high position from forcing judgments in certain directions as frequently occurs when panels of experts meet" (p. 267). Hsu and Sandford (2007) stated the following:

The Delphi technique has and will continue to be an important data collection methodology with a wide variety of applications and uses for people who want to gather information from those who are immersed and imbedded in the topic of interest and can provide real-time and real-world knowledge. (p. 5)

Disadvantages of the Delphi technique are also present. Some evidence suggests people tend to follow the norm after repeated rounds (Weaver, 1971). Since this method of

research involves several rounds with questionnaires, responses can be low and it can take a lot of time to participate (Hsu & Sandford, 2007).

The two panels of experts utilized for this study were State Advisory Council members and County Extension Directors for North Carolina Cooperative Extension Service. The Delphi technique for this research took three rounds to reach consensus through electronic surveys.

Panel Selection

The Delphi technique utilizes a manageable number of participants based on their area of expertise. Dalkey et al. (1972) indicated:

When faced with an issue where the best information obtainable is the judgment of knowledgeable individuals, and where the most knowledgeable group reports a wide diversity of answers, the old rule that two heads are better than one, or more practically, several heads are better than one, turns out to be well founded. (p. 4)

Determining the number of participants is crucial to the success of the research study. Large numbers of participants used in a Delphi technique make it difficult to compile responses into summaries. Participation is generally determined by the individual study and usually has 15-20 panel members (Ludwig, 1997). Dalkey et al. (1972) stated, “There is a definite and monotonic increase in the reliability of the group responses with increasing group size” (p. 19).

Careful selection of participants is highly recommended. Panelists selected should be experts in the area being studied (Ludwig, 1997). It is crucial to the study that the experts are qualified to be a panelist. Individuals selected should have a very good understanding of the

area of research (Okoli & Pawlowski, 2004). Two panels of experts were used for this study. One panel consisted of 20 State Advisory Council members that volunteer for North Carolina Cooperative Extension Service. The other panel consisted of 20 County Extension Directors employed by North Carolina Cooperative Extension Service. County Extension Directors were recommended from each of Cooperative Extension's six districts by their District Extension Director based on their strong history of support for the Advisory Leadership System. District Extension Directors recommended 39 County Extension Directors listed in priority order to serve on the expert panel. State Advisory Council members asked to participate in the study were currently serving on the State Advisory Council. Thirty-three advisory leaders serve on the State Advisory Council. At that time, there were 30 State Advisory Council members serving on the State Advisory Council due to three vacancies.

A letter from the Director of North Carolina Cooperative Extension Service was sent via email to the top 18 (three from each district) recommended County Extension Directors (Appendix D) and all of the current State Advisory Council members (Appendix E) encouraging them to participate in the study. A reminder email was sent to the County Extension Directors and the State Advisory Council members that did not respond to the initial request after a two week period of time. Three of the 18 recommended County Extension Directors did not respond. Other County Extension Directors were then asked to participate from the prioritized list recommended by the District Extension Directors. The initial group of 18 was not representative of ethnic balance, therefore selected County Extension Directors on the prioritized list were asked to participate to balance the study. This continued until 20 County Extension Directors agreed to participate in the study. Twenty out

of the 30 currently active State Advisory Council members responded that they would participate in the study. As shown in Table 1, there were a total of 40 participants in the study.

County Extension Directors and State Advisory Council members who responded they would participate in the study were mailed an “Informed Consent Form for Research” that they signed and returned. A total of 40 signed consent forms were returned.

Table 1

Expert Panel Selection

Expert Panel	Number of Potential Contacts	Number Agreed to Participate
CED’s nominated to participate in study by DED’s	39	20
SAC invited to participate in study (total group at that time)	30	20

Note. CED = County Extension Directors, SAC = State Advisory Council members, DED = District Extension Directors

Instrumentation

The Delphi technique was used to gather data and reach consensus on criteria for identifying, motivating, recruiting, retaining, and training effective advisory leaders. The Delphi method is systematic and relies on input from independent experts. The carefully selected experts answered questions provided to them electronically until consensus was reached among the respondents.

This study utilized three rounds to gather data. For round one, each panel of experts received a group of questions that was administered through the online survey provider SurveyMonkey.com, LLC (Appendix F). The questions were identified through careful study of the literature and needs that have been expressed from State Advisory Council members

and Extension Administrators. These questions were reviewed by the graduate committee for establishing the content relevance of questions to research objectives of the study. The following questions were asked of the County Extension Directors:

1. What are the characteristics of effective advisory leaders?
2. What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension?
3. What are the best ways to recruit effective advisory leaders for Cooperative Extension?
4. What are the best ways to retain effective advisory leaders for Cooperative Extension?
5. What areas of training are needed to prepare effective advisory leaders?

The following questions were asked from the State Advisory Council members:

1. Why do you volunteer for North Carolina Cooperative Extension?
2. What are the best ways to recruit effective advisory leaders for Cooperative Extension?
3. What are the best ways to retain effective advisory leaders for Cooperative Extension?
4. What areas of training are needed to prepare effective advisory leaders?

The responses received for round one were summarized and developed into an online survey for round two. The summary was a compilation of their answers grouped into like categories by the researcher. During round two, participants were asked to review the list and

rate listed responses on a five-point Likert scale with one being not important and five being extremely important.

Round three was used to verify consensus. When consensus was reached after round three, the survey was over.

The content validity of the instrument was established by receiving critical review of the instruments from a panel of experts. This group consisted of four graduate committee members. In addition to the graduate committee, a County Extension Director and a State Advisory Council member reviewed round two before it was administered.

Methods of Data Collection

An e-mail request was sent to the 20 selected County Extension Directors and the 20 State Advisory Council members with the link to the online survey for gathering round one data (Appendixes G & H). The introduction of the survey explained the purpose and importance of the survey, gave instructions to complete the survey, and assured participants that their responses would be confidential. State Advisory Council members were asked four questions and County Extension Directors were asked five questions. Participants were given two weeks to respond. After two weeks, a reminder e-mail was sent with the link to the online survey for maximizing the response rate. Six days after the first reminder, the second reminder was e-mailed with the link to the survey.

Nineteen (95%) of the 20 State Advisory Council members participating in the study completed the round one survey. Twenty (100%) of the 20 County Extension Directors participating in the study completed round one (Table 2).

After receiving the responses from the round one survey instruments, round two instruments were developed by the researcher for each of the two groups, State Advisory Council members and County Extension Directors (Appendixes I & J).

The first round for State Advisory Council members generated 258 responses to the four questions and the first round for County Extension Directors generated 531 responses to the five questions. The responses were placed into like categories. There were 46 like categories for State Advisory Council members and 57 like categories for County Extension Directors. This categorization was reviewed by the graduate committee to verify its accuracy and avoid redundancy.

For round two, panel experts were asked to rate the listed categories on a five-point Likert scale with one being not important and five being extremely important. They were also asked to suggest a better title if they disagreed with the title of any of the categories. Also, at the end of round two, respondents were asked to provide any missing categories or other information. The one State Advisory Council member that did not participate in round one was not allowed to participate in round two.

Nineteen (95%) of the 20 State Advisory Council members participating in the study completed the round two survey. Nineteen (95%) of the 20 County Extension Directors participating in the study completed round two (Table 2).

After receiving the responses from the round two survey instruments, round three instruments were developed by the researcher for each of the two groups, State Advisory Council members and County Extension Directors (Appendixes K & L).

An Excel spreadsheet was used to determine the mean and standard deviation for each of the categories from round two responses. There were 46 like categories for State Advisory Council members and 57 like categories for County Extension Directors. The responses from round two were placed in order based on mean and standard deviation for each of the questions. The highest mean rating category was listed first and the subsequent listings were based on descending order of mean rating.

For round three, an e-mail message with attached survey as a Word file was sent to each participant in the study. The panel experts were asked to review all categories and rank them in relative order of importance by assigning one for the most important, two for the second most important, and likewise. Respondents were asked to save a copy of their completed round three survey as a Word file and send it back to the researcher as an e-mail attachment. The one State Advisory Council member that did not participate in rounds one and two was not allowed to participate in round three. The one County Extension Director that did not participate in round two was not allowed to participate in round three.

Nineteen (95%) of the 20 State Advisory Council members participating in the study completed the round three survey. Eighteen (90%) of the 20 County Extension Directors participating in the study completed round three (Table 2).

Table 2

Expert Panel Participation

Expert Panel	CED	SAC
Respondents who agreed to participate in study	20	20
Respondents who completed Round One	20 (100%)	19 (95%)
Respondents who completed Round Two	19 (95%)	19 (95%)
Respondents who completed Round Three	18 (90%)	19 (95%)

Note. CED = County Extension Directors, SAC = State Advisory Council members

PASW Statistics, Rel. 18.0.0 was used to determine the mean and standard deviation for each of the categories from round three responses. There were 46 like categories for State Advisory Council members and 57 like categories for County Extension Directors. The responses from round three were placed in order based on mean and standard deviation for each of the questions. After completion of round three, a thank-you letter was sent to all expert panel members (Appendix M).

CHAPTER IV

RESULTS

The purpose of this study was to explore characteristics and motivational factors of effective Extension Advisory leaders for identifying, motivating, recruiting, retaining, and training effective Extension advisory leaders. The study was conducted from the fall of 2009 through the summer of 2010. The research methodology used in the study was the Delphi technique and was conducted with two panels of experts. Twenty State Advisory Council members and 20 County Extension Directors comprised the two panels. The study aimed to identify and prioritize effective strategies for identifying, motivating, recruiting, retaining, and training effective Extension advisory leaders through three rounds of surveys.

Findings Related to the Research Question

This research study asked four questions from State Advisory Council members and five questions from County Extension Directors (Appendixes G & H). The questions were designed to explore strategies for identifying, motivating, recruiting, retaining, and training effective Extension advisory leaders.

Nineteen of the 20 members of the State Advisory Council member expert panel responded to the four questions in round one and resulted in 258 responses. The researcher analyzed all responses and categorized them into 46 like categories.

Round one of the study resulted in 531 responses to the five questions asked from the 20 County Extension Directors participating in the study. The researcher analyzed and compiled all responses into 57 like categories. All 20 members of the County

Extension Director expert panel responded to round one. The compilation of like categories from both expert panels was reviewed for accuracy by the researcher and the researcher's graduate committee.

The 46 categories identified for each of the four questions from the responses to round one of the State Advisory Council expert panel were:

1. Why do you volunteer for North Carolina Cooperative Extension?

- Desire for meaningful service
- Desire to meet and work with people
- Desire to serve others and improve the community
- Give back to society
- Match between volunteer's capacity and Extension's work
- Opportunities to learn
- Positive attitudes and interests about Extension
- Positive feedback and productive working environment
- Prior positive experience with Cooperative Extension

2. What are the best ways to recruit effective advisory leaders for Cooperative Extension?

- Ask advisory members for recommendations
- Ask Extension staff for recommendations
- Ask key community leaders for recommendations
- Communicate overview of Extension and volunteer opportunities to prospective volunteers
- Look for active and committed participants who understand Extension
- Look for strong leaders with desirable skills for Extension
- Look for those that are connected to Extension
- Market Extension volunteer accomplishments
- Provide fun activities to attract prospective volunteers
- Provide meaningful opportunities
- Recognize volunteer service for recruitment of prospective volunteers
- Recruit from partner agencies, businesses, etc.
- Seek diverse membership
- Use personal contacts, letters, and the internet to recruit prospective volunteers

3. What are the best ways to retain effective advisory leaders for Cooperative Extension?

- Appreciate and recognize volunteer service
- Provide benefits for volunteers
- Provide challenging opportunities to utilize strengths and contribute to volunteer's leadership growth
- Provide collaborative and friendly work environment
- Provide meaningful engagement opportunities for volunteer service
- Provide opportunities for volunteers to recruit new members
- Provide regular communication to keep volunteers informed
- Provide training opportunities for volunteers to keep up with Extension needs
- Respect volunteer time and inputs
- Select the right people to serve as volunteers

4. What areas of training are needed to prepare effective advisory leaders?

- Advocacy skills
- Build on existing training
- Building knowledge about Extension staffing and leadership
- Conducting effective meetings and parliamentary procedure
- Extension programming process and trends
- Foundation of Cooperative Extension Service
- How to develop and deliver training
- Leadership and team skills
- Marketing strategies
- Mission, vision, and current situation of Extension programming
- Orientation for volunteer leadership and role clarification
- Public speaking and effective communication
- Understanding population demographics and trends

The 57 categories identified for each of the five questions from the responses to round one of the County Extension Director expert panel were:

1. What are the characteristics of effective advisory leaders?

- Actively involved with Cooperative Extension
- Big picture thinker
- Charitable
- Collaborative
- Committed, dependable, and dedicated
- Compassionate and understanding

- Creative
- Embraces diversity
- Extension customer
- Faith-based
- Good communicator and willing to speak up
- Honest and trustworthy
- Involved, respected, and connected in the community
- Knowledgeable about Cooperative Extension
- Knows and cares about community
- Leader
- Outgoing
- Passionate about Cooperative Extension
- Respectful and open minded
- Understands advisory role

2. What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension?

- Desire for meaningful service
- Desire to meet and work with people
- Desire to serve others and improve the community
- Interested in self and others benefiting from Extension programs
- Give back to society
- Opportunities to learn
- Positive attitudes and interests about Extension
- Prior positive experience with Cooperative Extension
- Recognition and benefits

3. What are the best ways to recruit effective advisory leaders for Cooperative Extension?

- Ask advisory members for recommendations
- Ask key community leaders for recommendations
- Ask Extension staff for recommendations
- Be positive about volunteer role
- Communicate overview of Extension and volunteer opportunities to prospective volunteers
- Look for strong leaders with desirable skills for Extension
- Look for those that are connected to Extension
- Provide meaningful opportunities
- Recruit from partner agencies, businesses, etc.

- Seek diverse membership
 - Use personal contacts, letters, and the internet to recruit prospective volunteers
4. What are the best ways to retain effective advisory leaders for Cooperative Extension?
- Appreciate and recognize volunteer service
 - Be personable
 - Connect volunteers to key leaders
 - Provide meaningful engagement opportunities for volunteer service
 - Provide regular communication to keep volunteers informed
 - Respect volunteer time and inputs
 - Sharing responsibilities and giving ownership for volunteer contribution
 - Stay in contact
5. What areas of training are needed to prepare effective advisory leaders?
- Advocacy skills
 - Building knowledge about Extension staffing and leadership
 - Extension programming process and trends
 - Foundation of Cooperative Extension Service
 - Leadership and team skills
 - Marketing strategies
 - Mission, vision, and current situation of Extension programming
 - Orientation for volunteer leadership and role clarification
 - Public speaking

For round two, the researcher developed a survey instrument for each of the two expert panels using the information gathered in round one (Appendixes I & J). The survey instrument for the State Advisory Council panel had 46 categories identified in round one and the survey instrument for the County Extension Director panel had 57 categories identified in round one. When analyzing all of the actual responses from round one, they were identified into the best fitting category. Participants in the study were asked to rate the importance of the categories using a five-point Likert scale with one being not important and five being extremely important. Both panels were also asked to suggest a better title if they

disagreed with the given category. At the end of round two, respondents had the opportunity to provide any missing categories or other information. Nineteen out of the 20 State Advisory Council members responded to round two. Nineteen out of the 20 County Extension Directors responded to round two.

Descriptive statistics were used to summarize the ratings. The results for round two are summarized in Tables 3-11.

Table 3

Round Two - State Advisory Council Members' Rating of Reasons for Volunteering

(*N* = 19)

Reasons for Volunteering	<i>M</i>	<i>SD</i>
Desire to serve others and improve the community	4.47	.61
Desire for meaningful service	4.32	.75
Positive attitudes and interests about Extension	4.32	.82
Give back to society	4.21	.86
Opportunities to learn	4.21	.86
Prior positive experience with Cooperative Extension	4.11	1.05
Desire to meet and work with people	3.95	.85
Match between volunteer's capacity and Extension's work	3.95	.91
Positive feedback and productive working environment	3.84	1.01

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the State Advisory Council members' rating of reasons for volunteering ranged from 3.84 to 4.47 on the five-point Likert scale. A mean score of 3.5 to 4.49 was interpreted as very important on this scale. All nine reasons for volunteering listed in Table 3 were rated as very important by the State Advisory Council members. While all categories were rated as very important, the highest rated category was 'desire to serve others and improve the community.' The lowest rated category was 'positive feedback and productive working environment.'

Table 4

Round Two – State Advisory Council Members' Rating of Best Ways to Recruit Effective Advisory Leaders (N = 19)

Ways to Recruit Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Look for active and committed participants who understand Extension	4.37	.68
Provide meaningful opportunities	4.37	.83
Seek diverse membership	4.32	.89
Ask Advisory members for recommendations	4.21	.63
Look for strong leaders with desirable skills for Extension	4.21	.71
Communicate overview of Extension and volunteer opportunities to prospective volunteers	4.21	.98
Look for those that are connected to Extension	4.11	.74
Market Extension volunteer accomplishments	4.11	.99
Use personal contacts, letters, and the internet to recruit prospective volunteers	4.11	.99
Recognize volunteer service for recruitment of prospective volunteers	4.11	1.15
Ask key community leaders for recommendations	4.00	.88
Ask Extension staff for recommendations	3.95	.97
Recruit from partner agencies, businesses, etc.	3.79	1.08
Provide fun activities to attract prospective volunteers	3.63	1.12

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the State Advisory Council members' rating of the best ways to recruit effective advisory leaders ranged from 3.63 to 4.37 on the five-point Likert scale. A mean score of 3.5 to 4.49 was interpreted as very important. Based on this interpretation, all 14 items listed in Table 4 were rated as very important by the State Advisory Council members. While all categories were rated as very important, the highest rated category was 'look for active and committed participants who understand Extension.' The lowest rated category was 'provide fun activities to attract prospective volunteers.'

Table 5

Round Two – State Advisory Council Members’ Rating of Best Ways to Retain

Effective Advisory Leaders (N = 19)

Ways to Retain Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Provide meaningful engagement opportunities for volunteer service	4.68	.58
Appreciate and recognize volunteer service	4.63	.50
Provide training opportunities for volunteers to keep up with Extension needs	4.47	.70
Provide collaborative and friendly work environment	4.42	.69
Respect volunteer time and inputs	4.42	.69
Provide challenging opportunities to utilize strengths and contribute to volunteer’s leadership growth	4.32	.58
Select the right people to serve as volunteers	4.26	.93
Provide regular communication to keep volunteers informed	4.21	.79
Provide benefits for volunteers	3.95	1.08
Provide opportunities for volunteers to recruit new members	3.53	1.17

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the State Advisory Council members’ rating of the best ways to retain effective advisory leaders ranged from 3.53 to 4.68. A mean score of 4.5 to 5.0 was interpreted as extremely important and 3.5 to 4.49 interpreted as very important on this five-point Likert scale. Based on this interpretation, ‘providing meaningful engagement

opportunities for volunteer service’ and ‘appreciate and recognize volunteer service’ were rated as extremely important as summarized in Table 5. The remaining eight categories were rated as very important. The lowest rated category was ‘provide opportunities for volunteers to recruit new members.’

Table 6

Round Two – State Advisory Council Members’ Rating of Training Needs for

Effective Advisory Leaders (N = 19)

Training Needs for Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Advocacy skills	4.63	.50
Building knowledge about Extension staffing and leadership	4.42	.69
Mission, vision, and current situation of Extension programming	4.42	.77
Orientation for volunteer leadership and role clarification	4.32	.67
Leadership and team skills	4.26	.81
Build on existing training	4.16	.83
Foundation of Cooperative Extension	4.00	.58
Extension programming process and trends	4.00	.88
How to develop and deliver training	4.00	.88
Marketing strategies	3.89	1.05
Public speaking and effective communication	3.84	.83
Conducting effective meetings and parliamentary procedure	3.84	1.17
Understanding population demographics and trends	3.79	.92

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the State Advisory Council members’ rating of training needs for effective advisory leaders ranged from 3.79 to 4.63. A mean score of 4.5 to 5.0 was interpreted as extremely important and 3.5 to 4.49 interpreted as very important on a five-

point Likert scale. Based on this interpretation, ‘advocacy skills’ was rated as extremely important as summarized in Table 6. The remaining 12 categories were rated as very important. The lowest rated category was ‘understanding population demographics and trends.’

Round two results for County Extension Directors are:

Table 7

Round Two – County Extension Directors' Rating of Characteristics for Effective

Advisory Leaders (N = 19)

Characteristics of Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Honest and trustworthy	4.58	.51
Committed, dependable, and dedicated	4.53	.61
Involved, respected, and connected in the community	4.53	.61
Good communication and willing to speak up	4.47	.51
Actively involved in Cooperative Extension	4.47	.61
Passionate about Cooperative Extension	4.26	.56
Knowledgeable about Cooperative Extension	4.26	.81
Respectful and open-minded	4.21	.71
Knows and cares about community	4.21	.86
Understand advisory role	4.11	.74
Big picture thinker	3.84	.83
Extension customer	3.84	.83
Leader	3.74	.56
Compassionate and understanding	3.74	.65
Collaborative	3.74	.81
Embrace diversity	3.58	.90
Charitable	3.37	.83

Table 7 (continued)

Round Two – County Extension Directors’ Rating of Characteristics for Effective

Advisory Leaders (N = 19)

Characteristics of Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Creative	3.32	.75
Outgoing	3.26	.65
Faith-based	2.89	.94

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the County Extension Directors’ rating of 20 characteristics of effective Extension advisory leaders ranged from 2.89 to 4.58 as summarized in Table 7. A mean score of 4.5 to 5.0 was interpreted as extremely important, 3.5 to 4.49 interpreted as very important, and 2.5 to 3.49 as important on a five-point Likert scale. Based on this interpretation, ‘honest and trustworthy,’ ‘committed, dependable, and dedicated,’ and ‘involved, respected, and connected in the community’ were identified as extremely important characteristics for effective Extension advisory leaders. Thirteen were rated as very important. Four were rated as important. The lowest rated category was ‘faith-based.’

Table 8

Round Two – County Extension Directors’ Rating of Motivational Factors for

Effective Advisory Leaders (N = 19)

Motivational Factors for Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Positive attitudes and interests about Extension	4.32	.75
Desire to serve others and improve the community	3.95	.71
Interested in self and others benefiting from Extension	3.89	1.15
Desire for meaningful service	3.79	.71
Prior positive experience with Cooperative Extension	3.74	.99
Give back to society	3.58	.77
Opportunities to learn	3.47	.70
Desire to meet and work with people	3.37	.60
Recognition and benefits	2.79	1.03

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the County Extension Directors’ rating of nine motivational factors for effective Extension advisory leaders ranged from 2.79 to 4.32 as summarized in Table 8. A mean score of 3.5 to 4.49 was interpreted as very important and 2.5 to 3.49 as important on a five-point Likert scale. Based on this interpretation, six of the motivational factors for effective advisory leaders listed were rated as very important by the County Extension Directors. The rest were rated as important. The highest rated category was ‘positive attitudes and interests about Extension.’ The lowest rated category was ‘recognition and benefits.’

Table 9

Round Two – County Extension Directors’ Rating of Best Ways to Recruit

Effective Advisory Leaders (N = 19)

Best Ways to Recruit Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Look for strong leaders with desirable skills for Extension	4.21	.63
Provide meaningful opportunities	4.11	.81
Ask Extension staff for recommendations	4.00	.75
Communicate overview of Extension and volunteer opportunities to prospective volunteers	3.84	.60
Seek diverse membership	3.79	.86
Use personal contacts, letters, and the internet to recruit prospective volunteers	3.79	.98
Be positive about volunteer role	3.63	.68
Ask advisory members for recommendations	3.58	.51
Look for those that are connected to Extension	3.58	.84
Ask key community leaders for recommendations	3.53	.84
Recruit from partner agencies, businesses, etc.	3.21	.98

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the County Extension Directors’ rating of 11 best ways to recruit effective Extension advisory leaders ranged from 3.21 to 4.21 as summarized in Table 9. A mean score of 3.5 to 4.49 was interpreted as very important and 2.5 to 3.49 as important on a

five-point Likert scale. Based on this interpretation, ten ways to recruit effective advisory leaders were rated as very important by the County Extension Directors. One category was rated as important. The highest rated category was ‘look for strong leaders with desirable skills for Extension.’ The lowest rated category was ‘recruit from partner agencies, businesses, etc.’

Table 10

Round Two – County Extension Directors’ Rating of the Best Ways to Retain

Effective Advisory Leaders (N = 19)

Best Ways to Retain Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Respect volunteer time and inputs	4.42	.69
Provide regular communication to keep volunteers involved	4.26	.65
Provide meaningful engagement opportunities for volunteer service	4.26	.87
Appreciate and recognize volunteer service	4.00	.88
Be personable	3.95	.91
Stay in contact	3.89	.81
Connect volunteers to key leaders	3.58	.84
Share responsibilities and give ownership for volunteer contributions	3.53	.77

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the County Extension Directors’ rating of eight best ways to retain effective Extension advisory leaders ranged from 3.53 to 4.42 as summarized in Table 10. A mean score of 3.5 to 4.49 was interpreted as very important on a five-point Likert scale. Based on this interpretation, all eight items listed in the scale were rated as very important by the County Extension Directors. The highest rated category was ‘respect volunteer time and inputs.’ The lowest rated category was ‘share responsibilities and give ownership for volunteer contributions.’

Table 11

Round Two – County Extension Directors’ Rating of Training Needs for

Effective Advisory Leaders (N = 19)

Training Needs for Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Orientation for volunteer leadership and role clarification	4.26	.81
Advocacy skills	4.21	.79
Building knowledge about Extension staffing and leadership	4.00	.67
Mission, vision, and current situation of Extension programming	3.95	.62
Extension programming process and trends	3.74	.73
Marketing strategies	3.53	.84
Leadership and team skills	3.37	1.01
Foundation of Cooperative Extension	3.32	1.00
Public speaking	2.63	.96

Note. Rating scale: (1 = not important, 2 = somewhat important, 3 = important, 4 = very important, and 5 = extremely important)

Mean scores of the County Extension Directors’ rating of nine training needs for effective Extension advisory leaders ranged from 2.63 to 4.26 as summarized in Table 11. A mean score of 3.5 to 4.49 was interpreted as very important and 2.5 to 3.49 as important on a five-point Likert scale. Based on this interpretation, six of the training needs for effective advisory leaders listed were rated as very important by the County Extension Directors. The rest were rated as important. The highest rated category was ‘orientation for volunteer leadership and role clarification.’ The lowest rated category was ‘public speaking.’

Based on the results of round two, the researcher analyzed the ratings and listed each category based on the mean value of the rating. Round two was used to gain assessment on individual items. The highest mean rating category was listed first and the subsequent listings were based on descending order of the mean rating for each question. The researcher developed a survey instrument for each of the two expert panels (State Advisory Council members and County Extension Directors) for round three (Appendixes K & L). The purpose of round three was for respondents to review all responses from round two and rank the relative importance of each category. Round three was used to build consensus about the priority of each of the categories. Participants in the study were asked to rank the categories with one being most important, two being second in importance, three being third in importance, etc. in each of the questions. Rank levels on this scale have been considered as ordered categories that are equidistant from each other.

Nineteen out of the 20 State Advisory Council members in the study responded to the third round of the survey. Eighteen out of the 20 County Extension Directors responded to the third round of the survey. Two reminders were sent to participants that did not respond by the deadline.

The researcher used descriptive statistics such as mean score and standard deviation to analyze the rankings for each of the categories. The lower the mean value the greater the priority ranking on this scale as summarized in Tables 12 – 20.

Table 12

Round Three - State Advisory Council Members' Ranking Order of Reasons for Volunteering

(*N* = 19)

Reasons for Volunteering	<i>M</i>	<i>SD</i>
Desire to serve others and improve the community	3.21	2.42
Give back to society through Cooperative Extension volunteerism	3.68	2.33
Positive attitudes and interests about Cooperative Extension	3.74	2.47
Desire for and value of meaningful service	3.79	1.87
Prior positive experience with Cooperative Extension	4.42	2.55
Opportunities to learn	5.32	2.14
Desire to meet and work with people	6.58	1.89
Positive working environment for volunteers	7.11	2.08
Maximizing volunteer talents and skills	7.16	1.54

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 9 = the least important)

The State Advisory Council members were asked to rank the importance of the identified nine reasons for volunteering in Extension using a nine-point ranking scale ranging from one being most important to nine being the least important. The mean of their responses ranged from 3.21 to 7.16 as summarized in Table 12. The lowest mean reported was ‘desire to serve others and improve the community’ indicating that it was the most important reason for someone to volunteer in Extension followed by ‘give back to society through Cooperative Extension volunteerism.’ The highest mean reported was ‘maximizing volunteer talents and

skills' indicating that it was the least important reason for someone to volunteer in Extension out of the nine reasons ranked.

Table 13

*Round Three - State Advisory Council Members' Ranking Order of Best Ways to Recruit**Effective Advisory Leaders (N = 19)*

Best Ways to Recruit Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Look for effective leaders with desirable skills for Cooperative Extension	3.84	2.81
Look for active and committed participants who understand Cooperative Extension	4.42	3.92
Provide meaningful opportunities	5.16	3.72
Ask advisory members for recommendations	5.79	2.74
Seek diverse membership	6.84	3.78
Look for those that are connected to Cooperative Extension programs	7.21	4.01
Provide involvement to attract prospective volunteers	7.84	3.98
Ask Extension staff for recommendations	8.00	3.43
Ask key community leaders for recommendations	8.16	4.41
Use personal contacts, letters, and the internet to recruit prospective volunteers	8.79	3.60
Recruit from partner agencies, businesses, etc.	8.84	3.25
Communicate rewarding opportunities for Cooperative Extension volunteers	9.21	3.65
Market Cooperative Extension volunteer accomplishments	10.11	3.00
Recognize volunteer service for recruitment of prospective volunteers	10.63	3.52

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 14 = the least important)

The State Advisory Council members were asked to rank the importance of the identified 14 best ways to recruit effective advisory leaders in Extension using a 14-point ranking scale ranging from one being most important to 14 being the least important. The mean of their responses ranged from 3.84 to 10.63 as summarized in Table 13. The lowest mean reported was ‘look for effective leaders with desirable skills for Cooperative Extension’ indicating it was the most important way to recruit effective advisory leaders followed by ‘look for active and committed participants who understand Cooperative Extension.’ The highest mean reported was ‘recognize volunteer service for recruitment of prospective volunteers’ indicating it was the least important way to recruit effective advisory leaders in Extension of the 14 items ranked.

Table 14

Round Three - State Advisory Council Members' Ranking Order of Best Ways to Retain

Effective Advisory Leaders (N = 19)

Best Ways to Retain Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Provide meaningful engagement opportunities for volunteer service	3.53	2.59
Provide training opportunities for advisory leaders	4.47	2.20
Appreciate and recognize volunteer service	4.63	2.24
Respect volunteer time and inputs	4.63	2.39
Provide challenging opportunities for leadership improvement	4.63	2.41
Provide collaborative and friendly work environment	5.16	2.50
Provide regular communication to keep volunteers informed	5.47	2.17
Select the right people to serve as volunteers	5.90	3.65
Provide life skill benefits for volunteers	7.74	2.45
Provide opportunities for volunteer recruitment	8.84	1.95

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 10 = the least important)

The State Advisory Council members were asked to rank the importance of the identified 10 best ways to retain effective advisory leaders in Extension using a 10-point ranking scale ranging from one being most important to 10 being the least important. The mean of their responses ranged from 3.53 to 8.84 as summarized in Table 14. The lowest mean reported was ‘provide meaningful engagement opportunities for volunteer service’ indicating it was the most important way to retain effective advisory leaders followed by

‘provide training opportunities for advisory leaders.’ The highest mean reported was ‘provide opportunities for volunteer recruitment’ indicating it was the least important way to retain effective advisory leaders in Extension of the 10 items ranked.

Table 15

Round Three - State Advisory Council Members' Ranking Order of Training Needs for Effective Advisory Leaders (N = 19)

Training needs for Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Advocacy skills	3.63	2.43
Mission, vision, and scope of Cooperative Extension programming	3.74	3.36
Understanding the role of volunteer leaders	4.68	2.50
Leadership and team skills	5.00	2.31
Foundation of Cooperative Extension	5.79	3.21
Building knowledge about Extension staffing and leadership	5.79	3.63
Effective communication	6.74	2.79
Extension programming process and trends	7.11	3.45
Build beyond current training	8.84	3.56
Marketing strategies	8.95	3.10
How to develop and deliver training	9.05	2.63
Understanding population demographics and trends	10.74	2.68
Conducting effective meetings and parliamentary procedure	11.21	2.12

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 13 = the least important)

The State Advisory Council members were asked to rank the importance of the identified 13 training needs for effective advisory leaders in Extension using a 13-point ranking scale ranging from one being most important to 13 being the least important. The

mean of their responses ranged from 3.63 to 11.21 as summarized in Table 15. The lowest mean reported was 'advocacy skills' indicating it was the most important training need for effective advisory leaders followed by 'mission, vision, and scope of Cooperative Extension programming.' The highest mean reported was 'conducting effective meetings and parliamentary procedure' indicating it was the least important training need for effective advisory leaders in Extension of the 13 items ranked.

Round three results for County Extension Directors are:

Table 16

Round Three - County Extension Directors' Ranking Order of the Characteristics for Effective Advisory Leaders (N = 18)

Characteristics for Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Involved, respected, and connected to the community	4.17	3.11
Committed, dependable, and dedicated	5.39	3.84
Honest and trustworthy	5.67	3.61
Community oriented	7.22	3.83
Good communication and willing to speak up	7.44	4.54
Passionate about Cooperative Extension	7.67	6.13
Knowledgeable about Cooperative Extension	7.72	5.20
Understands advisory role	8.28	3.32
Leader	9.28	5.97
Actively involved in Cooperative Extension	9.44	6.03
Respectful and open minded	9.50	5.22
Motivated	10.78	4.35
Extension participant	12.39	5.35
Visionary	12.67	4.64
Collaborative	13.33	4.10
Outgoing	14.61	3.99
Embraces Diversity	15.00	4.17

Table 16 (continued)

Round Three - County Extension Directors' Ranking Order of the Characteristics for

Effective Advisory Leaders (N = 18)

Characteristics for Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Creative	15.50	2.48
Compassionate and understanding	15.61	3.22
Charitable	18.33	1.81

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 20 = the least important)

The County Extension Directors were asked to rank the importance of the identified 20 characteristics for effective advisory leaders in Extension using a 20-point ranking scale ranging from one being most important to 20 being the least important. The mean of their responses ranged from 4.17 to 18.33 as summarized in Table 16. The lowest mean reported was ‘involved, respected, and connected to the community’ indicating it was the most important characteristic for effective advisory leaders followed by ‘committed, dependable, and dedicated.’ The highest mean reported was ‘charitable’ indicating it was the least important characteristic for effective advisory leaders in Extension of the 20 items ranked.

Table 17

Round Three - County Extension Directors' Ranking Order of the Motivational Factors for Effective Advisory Leaders (N = 18)

Motivational Factors for Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Positive attitudes and interests about Cooperative Extension	2.67	1.85
Desire to serve others and improve the community	3.11	1.75
Prior positive experience with Cooperative Extension	3.61	1.79
Interested in self and others benefiting from Cooperative Extension	4.17	2.46
Desire for meaningful service	4.44	2.01
Desire to meet and work with people	5.94	2.39
Opportunities to learn	6.11	2.11
Give back to society	6.61	1.46
Recognition and benefits	8.33	1.46

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 9 = the least important)

The County Extension Directors were asked to rank the importance of the identified nine motivational factors for effective advisory leaders in Extension using a nine-point ranking scale ranging from one being most important to nine being the least important. The mean of their responses ranged from 2.67 to 8.33 as summarized in Table 17. The lowest mean reported was ‘positive attitudes and interests about Cooperative Extension’ indicating it was the most important motivational factor for effective advisory leaders followed by ‘desire to serve others and improve the community.’ The highest mean reported was ‘recognition

and benefits' indicating it was the least important motivational factor for effective advisory leaders in Extension of the nine items ranked.

Table 18

Round Three - County Extension Directors' Ranking Order of the Best Ways to Recruit

Effective Advisory Leaders (N = 18)

Best Ways to Recruit Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Ask Cooperative Extension staff for recommendations	3.67	2.66
Ask advisory members for recommendations	4.67	3.07
Look for those that are connected to Cooperative Extension	5.17	2.36
Ask key community leaders for recommendations	5.39	2.62
Look for strong leaders with desirable skills for Cooperative Extension	5.50	3.50
Use personal contacts, letters, and the internet to recruit prospective volunteers	5.72	3.34
Recruit from partner agencies, businesses, etc.	5.83	3.09
Be positive about volunteer role	6.50	2.98
Provide meaningful opportunities	6.72	3.49
Seek diverse membership	8.06	2.80
Communicate overview of Cooperative Extension and volunteer opportunities to prospective volunteers	8.78	1.77

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 11 = the least important)

The County Extension Directors were asked to rank the importance of the identified 11 best ways to recruit effective advisory leaders in Extension using an 11-point ranking scale ranging from one being most important to 11 being the least important. The mean of

their responses ranged from 3.67 to 8.78 as summarized in Table 18. The lowest mean reported was ‘ask Cooperative Extension staff for recommendations’ indicating it was the most important way to recruit effective advisory leaders followed by ‘ask advisory members for recommendations.’ The highest mean reported was ‘communicate overview of Cooperative Extension and volunteer opportunities to prospective volunteers’ indicating it was the least important way to recruit effective advisory leaders in Extension of the 11 items ranked.

Table 19

Round Three - County Extension Directors' Ranking Order of the Best Ways to Retain

Effective Advisory Leaders (N = 18)

Best Ways to Retain Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Provide meaningful engagement opportunities for volunteer service	2.89	1.88
Provide regular communication to keep volunteers involved	3.11	1.91
Respect volunteer time and inputs	3.50	2.01
Stay in contact	3.89	2.14
Be personable	4.44	2.15
Sharing responsibilities and giving ownership for volunteer contributions	5.17	2.07
Recognize volunteer service	6.00	1.14
Connect volunteers to key leaders	7.00	1.68

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 8 = the least important)

The County Extension Directors were asked to rank the importance of the identified eight best ways to retain effective advisory leaders in Extension using an eight-point ranking scale ranging from one being most important to eight being the least important. The mean of their responses ranged from 2.89 to 7.00 as summarized in Table 19. The lowest mean reported was ‘provide meaningful engagement opportunities for volunteer service’ indicating it was the most important way to retain effective advisory leaders followed by ‘provide regular communication to keep volunteers involved.’ The highest mean reported was ‘connect volunteers to key leaders’ indicating it was the least important way to retain effective advisory leaders in Extension of the eight items ranked.

Table 20

*Round Three - County Extension Directors' Ranking Order of the Training Needs for**Effective Advisory Leaders (N = 18)*

Training needs for Effective Advisory Leaders	<i>M</i>	<i>SD</i>
Orientation for volunteer leadership and role clarification	2.28	1.96
Building knowledge about Cooperative Extension staffing and leadership	3.56	1.72
Mission, vision, and current situation of Cooperative Extension programming	3.61	1.82
Advocacy skills	4.33	2.22
Foundation of Cooperative Extension	4.50	2.87
Extension programming process and trends	5.61	1.85
Leadership and team skills	6.44	1.76
Marketing strategies	6.61	1.75
Public speaking	8.06	1.59

Note. Ranking scale: (1 = the most important, 2 = the second most important, 3 = the third most important, and 9 = the least important)

The County Extension Directors were asked to rank the importance of the identified nine training needs of effective advisory leaders in Extension using a nine-point ranking scale ranging from one being most important to nine being the least important. The mean of their responses ranged from 2.28 to 8.06 as summarized in Table 20. The lowest mean reported was 'orientation for volunteer leadership and role clarification' indicating it was the most important training need for effective advisory leaders followed by 'building knowledge

about Cooperative Extension staffing and leadership.’ The highest mean reported was ‘public speaking’ indicating it was the least important training need for effective advisory leaders in Extension of the nine items ranked.

CHAPTER V
SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS, AND
SUGGESTIONS FOR FUTURE RESEARCH

Summary

The purpose of this study was to explore strategies for identifying, motivating, recruiting, retaining, and training effective Extension advisory leaders. These findings can benefit those working with Extension advisory leaders to strengthen the advisory leadership system. It is the hope of the researcher that the recommendations will be used to develop training for Extension faculty and advisory leaders.

The research methodology utilized by the researcher was the Delphi technique. This technique utilizes a series of rounds to gather data and reach consensus from a panel of experts. For the outcome to be successful, the panel of experts must be knowledgeable of the topic of research. This study utilized input from a selected panel of experts: 20 State Advisory Council members and 20 County Extension Directors. County Extension Directors were recommended by their respective District Extension Director. State Advisory Council members asked to participate in the study were those currently serving on the State Advisory Council.

This study consisted of three rounds. The first round posed four questions to State Advisory Council members and five questions to County Extension Directors. Four of the questions were the same for both groups. The first question regarding characteristics of effective advisory leaders was only asked of County Extension Directors. Nineteen of the 20 State Advisory Council members and 20 of the 20 County Extension Directors participating

in the study completed round one of the survey. The responses received for the first round were analyzed and grouped into identifiable categories. These categories were used to design the survey instrument with a Likert scale for the second round. Nineteen of the 20 State Advisory Council members and 19 of the 20 County Extension Directors participating in the study completed round two. A survey instrument for round three was created by the researcher based on responses from round two. The two panels of experts were asked to review all the categories and rank them in relative order of importance for each question. Nineteen State Advisory Council members and 18 of the 20 County Extension Directors participating in the study completed round three.

The rankings resulted in prioritization of categories for identifying, motivating, recruiting, retaining, and training effective Extension advisory leaders. The top ranked characteristic of an effective Extension advisory leader as prioritized by County Extension Directors was *'involved, respected, and connected to the community.'* State Advisory Council members ranked *'desire to serve others and improve the community'* and County Extension Directors ranked *'positive attitudes and interests about Cooperative Extension'* as the highest motivational factor of effective advisory leaders. State Advisory Council members ranked *'look for effective leaders with desirable skills for Cooperative Extension'* and County Extension Directors ranked *'ask Cooperative Extension staff for recommendations'* as the best way to recruit effective advisory leaders. The top ranking for both groups (County Extension Directors and State Advisory Council members) for the best way to retain effective advisory leaders was *'provide meaningful engagement opportunities for volunteer service.'* Regarding the highest priority training need for effective advisory leaders, State

Advisory Council members identified *'advocacy skills'* and County Extension Directors identified *'orientation for volunteer leadership and role clarification.'*

Conclusions

The conclusions of this study have been presented under each of the research questions below.

Research Question 1 - What are the characteristics of effective Extension Advisory Leaders?

This question was limited to County Extension Directors. Based on the rating of County Extension Directors, it can be concluded that *'involved, respected, and connected to the community,' 'committed, dependable, and dedicated,' 'honest and trustworthy,' 'community oriented,' 'good communication and willing to speak up,' 'passionate about Cooperative Extension,'* and *'knowledgeable about Cooperative Extension'* are the most important seven characteristics for someone to become an effective advisory leader. Culp et al. (2005) also indicated a desirable characteristic as a person who was already involved and active in the community. It is important to consider these characteristics when selecting volunteers to serve on advisory councils for building strong Extension advisory systems.

Research Question 2 – What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension?

This question was asked of both State Advisory Council members and County Extension Directors. Based on the comparison of their rating of motivational factors for effective Extension advisory leaders, it can be concluded that *'desire to serve others and improve the community,' 'positive attitudes and interests about Cooperative Extension,'*

'prior positive experience with Cooperative Extension,' and *'desire for and value of meaningful service,'* are the four most important motivational factors for effective Extension advisory leaders. Similarly, (Bolton, 1992; Fisher and Cole, 1993; MacLeod, 1993; Nelson, 2007; Scheier, 2009; and White and Arnold, 2003) indicated desire to serve others and improve the community and desire for and value of meaningful service as prime motivational factors for volunteering.

Research Question 3 - How do we recruit effective advisory leaders for Cooperative Extension?

This question was asked of both State Advisory Council members and County Extension Directors. Based on the comparison of their rating of the best ways to recruit effective Extension advisory leaders, it can be concluded that *'looking for effective leaders with desirable skills for Cooperative Extension,'* *'looking for active and committed participants who understand Cooperative Extension,'* *'asking advisory members for recommendations,'* *'asking Cooperative Extension staff for recommendations,'* and *'providing meaningful opportunities'* are the five best ways to recruit effective advisory leaders. Ellis (1994) and Wilson (1976) concurred with the findings that by providing meaningful volunteer opportunities, volunteers are willing to serve. Macduff (1986) recommended having volunteers and staff identify potential volunteers. Similarly, a study conducted in New Hampshire on the future of Cooperative Extension found that almost half of advisory council members participated in advisory councils because of recommendations from Cooperative Extension staff and almost half participated in advisory councils by ballot which often had Extension staff influence (Black et al., 1992).

Research Question 4 – How do we retain effective advisory leaders for Cooperative Extension?

This question was asked of both State Advisory Council members and County Extension Directors. Based on the comparison of their rating of the best ways to retain effective Extension advisory leaders, it can be concluded that *'providing meaningful engagement opportunities for volunteer service,' 'respecting volunteer time and inputs,' 'providing training opportunities for advisory leaders,' 'providing regular communication to keep volunteers involved,'* and *'appreciate and recognize volunteer service'* are the five best ways for retaining effective Extension advisory leaders. In available literature, Finkelstein (2007) and Rehnborg and DeSpain (2007) supported the notion that volunteers participating in meaningful work remain committed to the organization. Deppe and Culp (2001) indicated training opportunities are valuable to retain volunteers.

Research Question 5 – What areas of training are needed to prepare effective Advisory Leaders?

This question was asked of both State Advisory Council members and County Extension Directors. Based on the comparison of their rating of identified training needs, it can be concluded that *'building advocacy skills,' 'understanding mission, vision, and scope of Cooperative Extension programming,' 'orientation for volunteer leadership and role clarification,' 'building knowledge about Cooperative Extension staffing and leadership,'* and *'knowledge about the foundation of Cooperative Extension'* are the five most important training needs for building effective advisory leaders. Similarly, Borden and Perkins (2007) found that volunteers need training to understand their role. In addition, MacLeod (1993) and

Seel (2010) also indicated the importance of orientation for volunteers. Braker et al. (2000) concluded Extension programs could be strengthened by an investment in training.

Implications and Recommendations

The results of this study provide much needed training direction for Extension personnel that work with both volunteers and advisory leaders. Seaman (1981) indicated the importance of advisory leaders. To ensure advisory groups function effectively, efforts must be made to provide Extension faculty, staff, and advisory leaders with needed training, curriculum, and guidance. Place (2007) indicated advisory leaders are a necessary part of Cooperative Extension. Extension Administration needs to communicate to the organization that advisory leadership is a high priority.

Efforts must be made to ensure that effective leaders are identified and selected by Extension faculty and staff. A high priority for Cooperative Extension is to find advisory leaders who are involved, respected, and connected to the community. As budgets continue to be distressed, it is important to have respected and connected leaders in the community as advocates in partnership with Cooperative Extension. Vetter et al. (2009) recommended Extension to be the gathering for leaders in the community.

Often Extension faculty and staff have technical backgrounds and have not had formal training in volunteer development. As Extension educators work with advisory groups, they need to know how to motivate volunteers. As identified by the State Advisory Council's panel, the main reason to volunteer was the desire to serve others and improve the community. The expert panel for County Extension Directors indicated positive attitudes and interests about Cooperative Extension as the main motivational factor for individuals to

volunteer in Extension. If Cooperative Extension is to have effective advisory leaders, care must be taken to learn what motivates individual volunteers and then provide opportunities that will benefit both Cooperative Extension and the advisory leader. Riley et al. (n.d.) and Starnes (2007) stressed that volunteer managers seek to understand the motivations of individual volunteers to develop a strong volunteer base.

When recruiting advisory leaders, it is important to look for effective leaders with desirable skills for Cooperative Extension to build strong advisory systems. This can be accomplished by asking Cooperative Extension staff and advisory leaders for recommendations. Community volunteer leaders feel strongly about the volunteer organization they serve and have skills that will benefit the organization (Walker, 1991). Cooperative Extension must prepare Extension faculty and staff to look at the big picture of recruitment for strategies to ensure participation from effective volunteer leaders.

Not surprisingly, both the State Advisory Council expert panel and the County Extension Director expert panel identified the same top priority to retain effective advisory leaders: provide meaningful engagement opportunities for volunteer service. Advisory groups that are sustained and thriving are those that provide opportunities for volunteers to be active in meaningful assignments. Similarly, Lynch (2009) indicated that volunteers need to be matched to a satisfying and meaningful role. More work is needed in Cooperative Extension to help Extension faculty and staff provide engaging opportunities for advisory leaders. In some cases, advisory leaders serve on committees which seldom meet and do not provide other opportunities for engagement. Those working with advisory leaders must realize the investment of time and resources into advisory leaders is worthwhile. Similarly,

Graff (2006) indicated that volunteers are well worth the expenditure of resources from the organization.

One of the benefits of serving as an advisory leader is to receive additional training. Receiving education is a common reason to volunteer (Wolford et al., 2001). This study indicated orientation for volunteer leadership and advocacy skills as two important training needs for effective advisory leaders. Too often, orientation for new advisory leaders is limited or non-existent. The foundation provided by orientation is very important for advisory leaders to understand their role so they can be effective. Penrod (1991) also indicated the importance of providing orientation for Extension volunteers. Continued training opportunities help advisory leaders with personal growth and to be more effective. Ripley (2008) studied leadership advisory boards in Texas Extension and indicated the need to provide training to advisory members including the area of advocacy. Cooperative Extension depends on the advocacy efforts of advisory leaders. This need is becoming even more critical as budgets continue to tighten. Advisory leaders have the potential to be very effective advocates for Cooperative Extension but training and direction are necessary.

Extension advisory leaders are necessary for Cooperative Extension to continue to provide relevant and responsive educational programs for citizens. It is the hope of the researcher to share this information with Extension employees and advisory leaders to strengthen Extension's advisory leadership system in North Carolina and other states.

Since findings of this study are based on data collected from the North Carolina study, the recommendations are limited to North Carolina Cooperative Extension Service. Based on the results and conclusions of this study, the following recommendations are

offered for building stronger advisory leadership systems to make Cooperative Extension more effective and efficient:

1. County Extension Directors, Extension Agents, and other Extension staff working with volunteers could enhance their advisory groups by giving consideration to characteristics of effective advisory leaders. In particular, Cooperative Extension should seek individuals respected as key leaders in the community. It is essential to educate County Extension Directors, agents, and staff about desirable characteristics of effective advisory leaders in selecting and recruiting effective volunteers for program and specialized committees and advisory councils.
2. County Extension Directors, Extension Agents, and other Extension staff working with volunteers need to gain a better understanding of volunteer motivation to attract and retain effective volunteers. Advisory leaders volunteer for a reason and those working with volunteers can enhance volunteer effectiveness when they have a better understanding of the reason(s) a volunteer serves. When working with volunteers, Cooperative Extension should carefully match assignments that fit the volunteer's abilities and his/her reason(s) for volunteering. Having correct matches, Extension will be able to make the volunteer experience more meaningful for the volunteer and also more effective for the organization. Based on results of this study, it can be recommended that Cooperative Extension give volunteers opportunities to serve others and better the community; help volunteers think positively about Cooperative Extension; include them in positive experiences; and match assignments so they are meaningful to motivate volunteers to serve for Cooperative Extension.

3. Cooperative Extension should put more emphasis on strategic recruitment of volunteers instead of trying to quickly fill empty slots. Based on the results of this study, it can be recommended that County Extension Directors, agents, and staff look for effective leaders with desirable skills for Cooperative Extension; look for active and committed participants who understand Cooperative Extension; ask advisory members and Cooperative Extension staff for recommendations; and provide meaningful opportunities to recruit the most effective advisory leaders. It is important to train County Extension faculty on these important recruitment and selection strategies to ensure volunteers are effective leaders with desirable qualities for Cooperative Extension.
4. Retention of effective advisory leaders is essential to build strong advisory leadership systems in Extension. County Extension Directors, agents, and staff should understand the factors contributing to retain effective advisory leaders in Cooperative Extension. Based on the conclusions of this study, it can be recommended to provide meaningful engagement opportunities; respect volunteer time and inputs; provide training opportunities; provide regular communication; and recognize advisory leaders as strategies to retain effective advisory leaders in Cooperative Extension. Effective Extension advisory leaders continue serving if they feel they are making valuable contributions and they are receiving some type of benefit. Advisory leaders should be matched to appropriate assignments to achieve a win-win situation for volunteers and the organization. Engagement in meaningful opportunities beyond attendance at meetings is needed to retain effective advisory leaders.

5. For advisory leaders to be effective, they should be given needed training opportunities. Based on the conclusions of this study, it can be recommended to provide training on advocacy skills; mission, vision, and scope of Cooperative Extension programming; volunteer leadership and role clarification; knowledge about Cooperative Extension staffing and leadership; and knowledge about the foundation of Cooperative Extension for preparing effective Extension advisory leaders. The advisory leadership training programs should be developed based on these training needs to achieve desirable results with volunteer leaders in Extension. New advisory leaders need to learn more about Cooperative Extension and their role. Orientation for new advisory leaders is critical for advisory leaders at all levels (county, program, specialized, etc.). Continued training opportunities for advisory leaders throughout their service will help them to be more effective.
6. As budgets continue to decrease and the need for volunteers increase, it is essential that Extension faculty and staff be provided with training on building effective volunteer leadership systems for achieving desired results. Findings of this study provide a framework for building effective in-service training programs for Extension personnel to educate them on identifying, motivating, recruiting, retaining, and training effective volunteers in Cooperative Extension. More emphasis on a series of training is recommended for all Extension faculty and staff so they are better prepared to work with Extension advisory leaders.

Suggestions for Future Research

The researcher recommends two suggestions for future research. First, it would be helpful to conduct a quantitative study with a multi-state sample to validate the findings for broader application. Second, it would be helpful to conduct research to determine if the leadership of the District Extension Director has an influence on the effectiveness of county advisory councils.

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APPENDIX

Appendix A

Proposal to Extension Council for Graduate Research Study

Proposal to Extension Council for Graduate Research Study

Joy S. Staton

I am working on a Doctoral Degree in Agricultural and Extension Education. The topic of my Dissertation is “Characteristics and Motivational Factors of Effective Advisory Leaders.”

I request your approval to obtain information from 18 County Extension Directors who have a history of success with Advisory Leadership and the State Advisory Council members (group of 33 Extension volunteers). The County Extension Directors (3 from each of 6 districts + 2 back-ups) will be identified by each of the six District Extension Directors. The Delphi Technique will be used on both groups as the data collecting method for County Extension Directors and State Advisory Council members. Since I will be using the Delphi Technique, the length of the study will depend on the information received from the County Extension Directors and State Advisory Council members. All information will be gathered electronically. Gathering the information for the study will probably take 3 – 5 weeks.

County Extension Directors will be asked:

1. What are the characteristics of effective Extension advisory leaders?
2. What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension?
3. How do we identify, recruit and retain effective advisory leaders for Cooperative Extension?

State Advisory Council members will be asked:

1. Why do you volunteer for North Carolina Cooperative Extension?
2. How do we identify, recruit and retain effective advisory leaders for Cooperative Extension?

This information will be valuable to complete my study. The results of this study will be used to develop training materials to strengthen the North Carolina Cooperative Extension Advisory Leadership System.

Appendix B

Approval from Extension Council for Graduate Research Study

Joy,

Your Graduate Study Proposal has been approved by NCCE Executive Council. However, one member would like to see you include demotivators in your study, so we not only learn what motivates volunteers, but what makes them stop volunteering.

Thanks,
Vicki

NCCE Executive Council,

Please review the attached, and let me know if you **DO NOT APPROVE** no later than Friday, June 12.

Thanks,
Vicki

--

Appendix C

Institutional Review Board Approval

NC STATE UNIVERSITY

Sponsored Programs and
Regulatory Compliance
Campus Box 7514
2701 Sullivan Drive
Raleigh, NC 27695-7514

919.515.2444
919.515.7721 (fax)

From: Debra Paxton, IRB Administrator
North Carolina State University
Institutional Review Board

Date: August 21, 2009

Project Title: Characteristics and motivational factors of effective advisory leaders

IRB#: 1066-09-8

Dear Ms. Staton:

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

NOTE:

1. This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations. For NCSU projects, the Assurance Number is: FWA00003429.
2. Any changes to the research must be submitted and approved by the IRB prior to implementation.
3. If any unanticipated problems occur, they must be reported to the IRB office within 5 business days.

Please provide your faculty advisor with a copy of this letter. Thank you.

Sincerely,

Debra Paxton
NCSU IRB

Appendix D

Letter Requesting Participation of County Extension Directors

TO: Selected County Extension Directors

FROM: Dr. Jon F. Ort 
Assistant Vice Chancellor, Associate Dean and Director

DATE: August 31, 2009

SUBJECT: Research Study – Advisory Leadership

Office of the Director
Campus Box 7602
Raleigh, NC 27695-7602
919.515.2811, 2812, 2813
919.515.3135 (fax)

Congratulations! Based on your history of having a strong advisory leadership program, you have been selected to participate in a research study about advisory leadership. County Extension Directors from 18 counties and 18 State Advisory Council Leaders (three each from their districts, a total of 36) will participate in the study.

This research study is being conducted by Ms. Joy Staton, Advisory System Leader, North Carolina Cooperative Extension, who is working on a Doctoral Degree in Agricultural and Extension Education. The topic of her dissertation is "Characteristics and Motivational Factors of Effective Advisory Leaders."

Your participation is voluntary and a decision to participate or not will have no impact on your job with Cooperative Extension. You have the right to be a part of this study, to choose not to participate, or to stop participating at any time without penalty. You are not guaranteed any personal benefits from being in this study.

The purpose of this study is to explore characteristics and motivational factors of effective advisory leaders for NC Cooperative Extension. There are currently over 22,000 advisory leaders that volunteer to support the educational programs of NC Cooperative Extension. Results from this study will be used to develop and provide training to strengthen the advisory leadership system.

If you agree to participate in the study, you will be asked to answer questions regarding the characteristics and motivational factors of effective advisory leaders. You will be in a group of 18 County Extension Directors and you have been specifically chosen because you are considered to be an expert. The Delphi Technique will be used to gather the data. The Delphi Technique gathers input from participants without the need for participants to meet face-to-face. This study will be done via email. The first round describes the study and asks specific questions. The answers to the questions are collated and then distributed back to the participants (without identifying individual respondents). The next round asks participants to add new responses if needed and to rate the compiled lists of responses. This continues until consensus is reached. Three rounds of questioning and prioritizing are expected. However, it could take more rounds to reach consensus with each round taking 10 – 20 minutes to complete. The entire process should not take more than 1.5 hours for each participant.

No reference will be made in oral or written reports which could link you to the study. Data will be released anonymously. I want to emphasize that answers to the rounds of questions in the Delphi Technique will not reveal the individual respondent in any way.

If you are willing to participate, please email Ms. Joy Staton at joy_staton@ncsu.edu by September 10, 2009 and she will mail you the "Informed Consent Form for Research" form, which will need to be signed and returned. If you have questions about the study, please email Ms. Staton or call her at 828.674.9824.

Thank you for your willingness to support this research which should give us important information about how to maintain and continue to develop a strong advisory leadership program.

JO/vp

Appendix E

Letter Requesting Participation of State Advisory Council Members

TO: State Advisory Council Members
FROM: Dr. Jon F. Ort 
Assistant Vice Chancellor, Associate Dean and Director
DATE: August 31, 2009
SUBJECT: Research Study – Advisory Leadership

Office of the Director
Campus Box 7602
Raleigh, NC 27695-7602
919.515.2811, 2812, 2813
919.515.3135 (fax)

Ms. Joy Staton, Advisory System Leader, North Carolina Cooperative Extension is working on a Doctoral Degree in Agricultural and Extension Education. The topic of her dissertation is "Characteristics and Motivational Factors of Effective Advisory Leaders."

You are being asked to take part in her research study. County Extension Directors from 18 counties and 18 State Advisory Council Leaders will participate in the study, a total of 36. Of those State Advisory Council members that indicate their willingness to participate in the study, three will be chosen from each district, based on demographics.

Your participation is voluntary and a decision to participate or not will have no impact on your position with Cooperative Extension. You have the right to be a part of this study, to choose not to participate, or to stop participating at any time without penalty. You are not guaranteed any personal benefits from being in this study.

The purpose of this study is to explore characteristics and motivational factors of effective advisory leaders for NC Cooperative Extension. There are currently over 22,000 advisory leaders that volunteer to support the educational programs of NC Cooperative Extension. Results from this study will be used to develop and provide training to strengthen the advisory leadership system.

If you agree to participate in the study, you will be asked to answer questions via email regarding the characteristics and motivational factors of effective advisory leaders. You will be in a group of 18 State Advisory Council Leaders. This information is gathered from those that are considered to be "experts." The Delphi Technique will be used to gather the data. The Delphi Technique gathers input from participants without participants being face-to-face. This study will be done via email. The first round describes the study and asks specific questions. The answers to the questions are collated and then distributed back to the participants (without identifying individual respondents). The next round asks participants to add new responses if needed and to rate the compiled lists of responses. This continues until consensus is reached. Three rounds of questioning and prioritizing are expected. However, it could take more rounds to reach consensus with each round taking 10 – 20 minutes to complete. The entire process should not take more than 1.5 hours for each participant.

No reference will be made in oral or written reports which could link you to the study. Data will be released anonymously. I want to emphasize that answers to the rounds of questions in the Delphi Technique will not reveal the individual respondent in any way.

Please email Ms. Joy Staton at joy_staton@ncsu.edu as the principal investigator, and let her know if you are willing to participate by September 10, 2009. If you are selected as one of the three participants from your district, she will mail you the "Informed Consent Form for Research" form, which will need to be signed and returned. If you have questions about the study, please email Ms. Staton or call her at 828.674.9824.

Thank you for your willingness to support this research which should give us important information about how to maintain and continue to develop a strong advisory leadership program.

JO/vp

North Carolina State University and North Carolina A&T State University commit themselves to positive action to secure equal opportunity regardless of race, color, creed, national origin, religion, sex, age, veteran status or disability. In addition, the two Universities welcome all persons without regard to sexual orientation. North Carolina State University, North Carolina A&T State University, U.S. Department of Agriculture, and local governments cooperating.

Appendix F

SurveyMonkey.com, LLC Agreement



Attn: Joy Staton
Advisory System Leader
NC Cooperative Extension Service ("Licensee" or "you")
5100 Willow Road
Hendersonville, NC 28739

Dear Joy S. Staton:

Screenshot and Trademark Licensing Agreement

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www.surveymonkey.com

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9. Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed to be an original and all of which taken together will comprise a single instrument.
10. Entire Agreement. This Agreement is the entire agreement between the parties relating to its subject matter and supersedes all prior agreements, proposals, representations and commitments, oral or otherwise. This Agreement may not be changed or modified except in a writing signed by both parties to this Agreement.

Sincerely,

SurveyMonkey.com, LLC

By: 

Name: Stuart Loh

Title: Attorney

Date: 11/1/2010

Accepted and Agreed:

Joy S. Staton

By: Joy S. Staton

Print Name: Joy S. Staton

Title: Student

Date: 10/27/2010

Exhibit A

IMAGES

I would like to include the actual survey for Rounds 1 and 2 for my dissertation research. I am sending all the images on a separate document titled: survey monkey images.doc

MARKS

None.

Exhibit B

PERMITTED USE

I need to show the actual survey in the appendix of my dissertation. I am using these images because I used Survey Monkey to collect the data for Rounds 1 and 2 for my doctoral research. The title of my dissertation is: CHARACTERISTICS AND MOTIVATIONAL FACTORS OF EFFECTIVE EXTENSION ADVISORY LEADERS

In the dissertation, I cited SurveyMonkey.com, LLC as the tool that I used to collect data for my survey.

Appendix G

Round One – Advisory Leadership Study – State Advisory Council Members

From: "Joy Staton" <joy_staton@ncsu.edu>
Date: 10/30/2009 1:52 PM
Subject: Advisory Leadership Research Study - State Advisory CouncilMembers
CC: "Jay Jayaratne" <jay_jayaratne@ncsu.edu>, "Joy Staton" <Joy_Staton@ncsu.edu>

Hi

Please click on the link below for the Advisory Leadership Research Study for State Advisory Council Members.

You were **especially** selected for this study and your input is **extremely** valuable to the success of the study. Please brainstorm as many responses as possible.

Please complete the survey by November 12, 2009.

http://www.surveymonkey.com/s.aspx?sm=Igo3ma0UYKcttsnz4FzIeQ_3d_3d

Thanks!

Joy

Joy S. Staton
Advisory System Leader
North Carolina Cooperative Extension
828 674-9824
Joy_Staton@ncsu.edu

Advisory Leadership Study - Round 1 - State Advisory Council Members

The purpose of this study is to explore characteristics and motivational factors of effective advisory leaders for NC Cooperative Extension. Results from this study will be used to develop and provide training to strengthen the advisory leadership system.

The Delphi Technique will be used to gather the data. The Delphi Technique gathers input from participants without participants being face to face. Individuals serving on the State Advisory Council are considered experts with Advisory Leadership.

On this round (the 1st round), you will be asked questions. Please give all possible answers that you can think of to the questions. It is best to brainstorm all the answers that you can think of for each question.

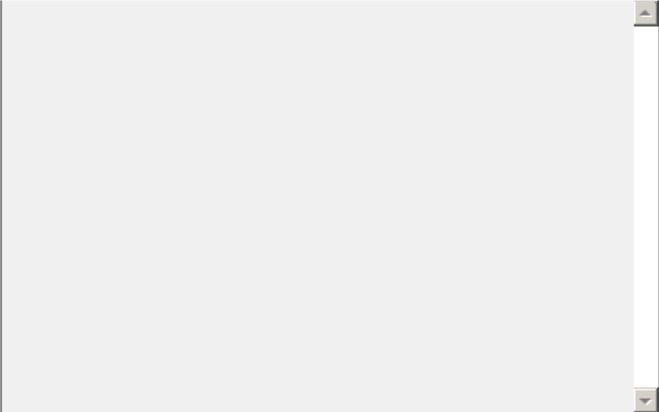
The answers to the questions will be compiled and then distributed back to the participants (without identifying individual respondents). The next round will ask you to add new responses if needed and to rate the compiled lists of responses. This will continue until consensus is reached.

It is very important for you to brainstorm as many answers as possible in this 1st round.

Thank-you very much for your time!

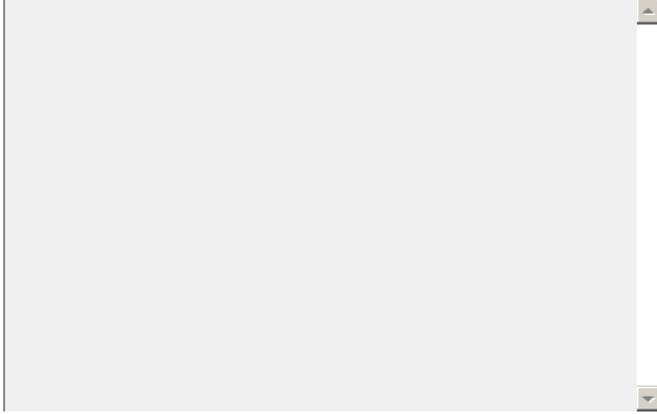
Advisory Leadership Study - Round 1 - State Advisory Council Members

Why do you volunteer for North Carolina Cooperative Extension?



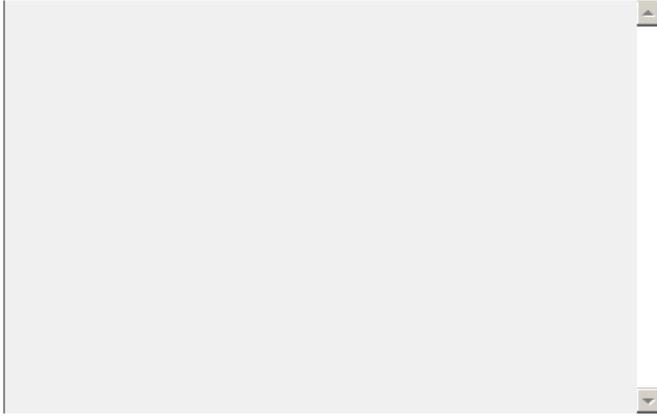
Advisory Leadership Study - Round 1 - State Advisory Council Members

What are the best ways to recruit effective advisory leaders for Cooperative Extension?



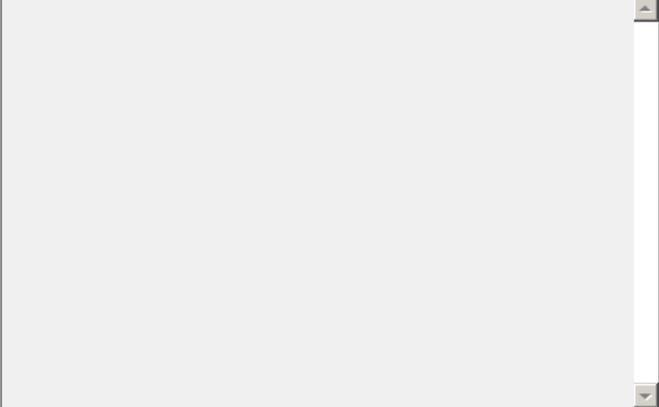
Advisory Leadership Study - Round 1 - State Advisory Council Members

What are the best ways to retain effective advisory leaders for Cooperative Extension?



Advisory Leadership Study - Round 1 - State Advisory Council Members

What areas of training are needed to prepare effective Advisory Leaders?



Advisory Leadership Study - Round 1 - State Advisory Council Members

Name:

County:

Age:

- 24 - 35
- 36 - 45
- 46 - 55
- 56 - 65
- 66 - 75
- Above 75

Appendix H

Round One – Advisory Leadership Study – County Extension Directors

From: "Joy Staton" <joy_staton@ncsu.edu>
Date: 10/30/2009 2:18 PM
Subject: Advisory Leadership Research Study - County ExtensionDirectors
CC: "Jay Jayaratne" <jay_jayaratne@ncsu.edu>, "Joy Staton" <Joy_Staton@ncsu.edu>

Hi

Please click on the link below for the Advisory Leadership Research Study for County Extension Directors.

You were **especially** selected for this study and your input is **extremely** valuable to the success of the study. Please brainstorm as many responses as possible.

<http://www.surveymonkey.com/s.aspx?sm= 2f4GZd 2fRt2ZT7QNEVfWH6yw 3d 3d>

Please complete the survey by November 12, 2009.

Thanks!

Joy

Joy S. Staton
Advisory System Leader
North Carolina Cooperative Extension
828 674-9824
Joy_Staton@ncsu.edu

Advisory Leadership Study - Round 1 - County Extension Directors

The purpose of this study is to explore characteristics and motivational factors of effective advisory leaders for NC Cooperative Extension. Results from this study will be used to develop and provide training to strengthen the advisory leadership system.

The Delphi Technique will be used to gather the data. The Delphi Technique gathers input from participants without participants being face to face. The County Extension Directors in this study were selected by their respective District Extension Director based on their history of success with Advisory Leadership.

On this round (the 1st round), you will be asked questions. Please give all possible answers that you can think of to the questions. It is best to brainstorm all the answers that you can think of for each question.

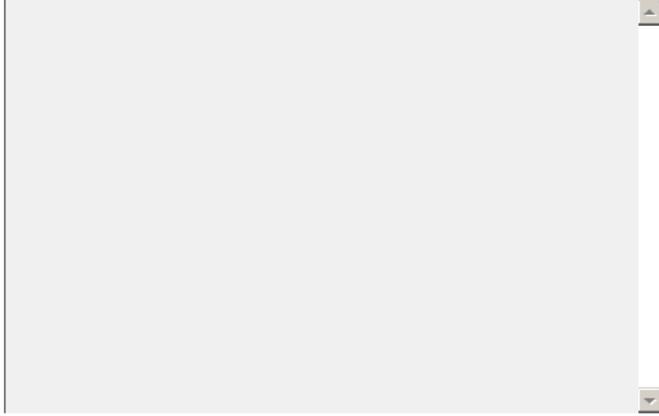
The answers to the questions will be compiled and then distributed back to the participants (without identifying individual respondents). The next round will ask you to add new responses if needed and to rate the compiled lists of responses. This will continue until consensus is reached.

It is very important for you to brainstorm as many answers as possible in this 1st round.

Thank-you very much for your time!

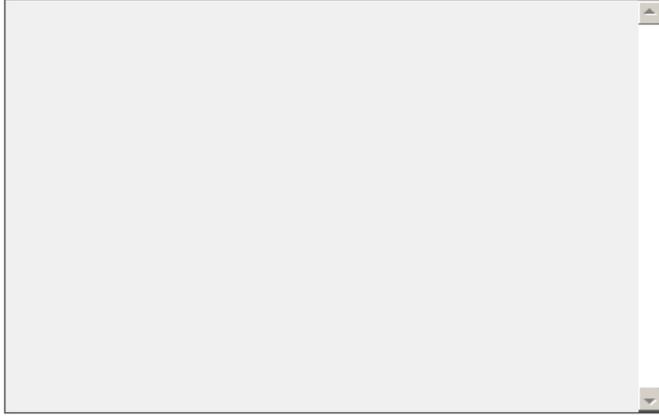
Advisory Leadership Study - Round 1 - County Extension Directors

What are the characteristics of effective Advisory Leaders?



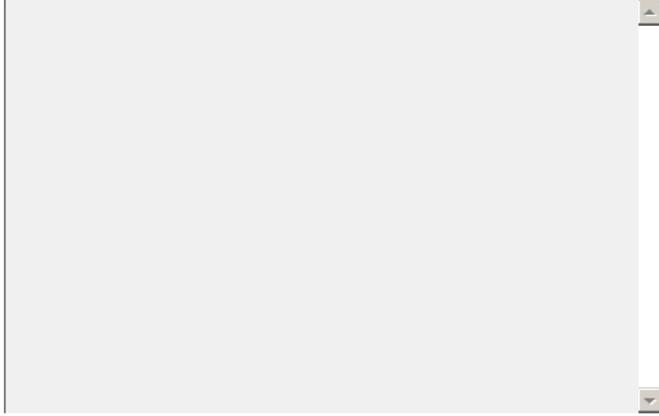
Advisory Leadership Study - Round 1 - County Extension Directors

What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension?



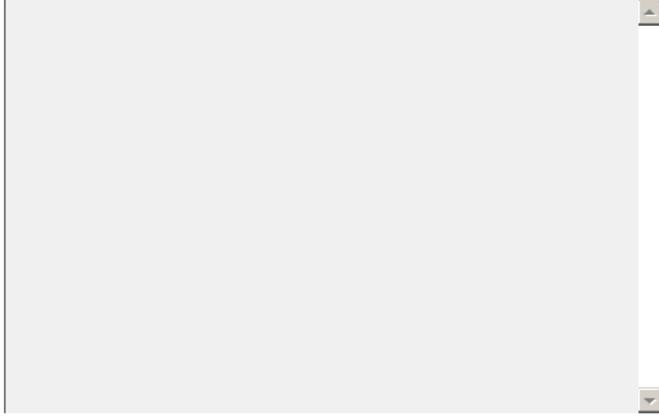
Advisory Leadership Study - Round 1 - County Extension Directors

What are the best ways to recruit effective advisory leaders for Cooperative Extension?



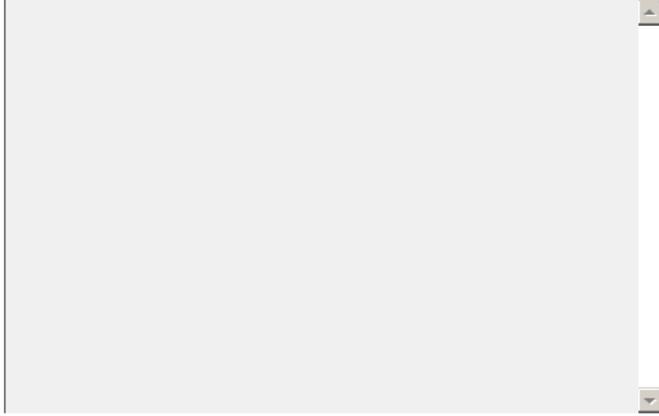
Advisory Leadership Study - Round 1 - County Extension Directors

What are the best ways to retain effective advisory leaders for Cooperative Extension?



Advisory Leadership Study - Round 1 - County Extension Directors

What areas of training are needed to prepare effective Advisory Leaders?



Advisory Leadership Study - Round 1 - County Extension Directors

Name:

County:

Appendix I

Round Two – Advisory Leadership Study – State Advisory Council Members

From: "Joy Staton" <joy_staton@ncsu.edu>
Date: 2/5/2010 9:27 PM
CC: "David Jenkins" <david_jenkins@ncsu.edu>, "Jay Jayaratne" <jay_jayaratne@ncsu.edu>, "Jim Flowers" <jim_flowers@ncsu.edu>, "Joy Staton" <Joy_Staton@ncsu.edu>, "Mark Kistler" <mark_kistler@ncsu.edu>

State Advisory Council Members:

Thank you very much for your excellent response in Round 1 of my graduate study titled "**Characteristics and Motivational Factors of Effective Advisory Leaders.**" Your responses were very generous and will be used to develop and provide training to strengthen the advisory leadership system.

The link to Round 2 is below. There were a total of 258 responses from Round 1. The responses were placed into "like" categories. Please take time to rate the categories. I have also provided a space for your comments if you disagree with the title of the categories. If you do disagree, please suggest a better title. Also at the end of the survey, you will have the opportunity to provide any missing categories or other information.

Since this study will require more time than Round 1, you will be able to re-enter the study and update your responses if you have to leave the study.

I sincerely appreciate your cooperation with this study. Your participation is highly valued and I am very grateful for your time. Please complete the survey by February 20, 2010.

<http://www.surveymonkey.com/s/PB9FF7D>

Thanks!

Joy Staton

Joy S. Staton
Advisory System Leader
North Carolina Cooperative Extension
828 674-9824
Joy_Staton@ncsu.edu

Advisory Leadership Study - Round 2 - State Advisory Council Members

Instructions for Round 2

State Advisory Council Members:

Thank you for your participation in Round 1 as an expert panel member!

This is the 2nd round of my study "Characteristics and Motivational Factors of Effective Advisory Leaders" which utilizes the Delphi Technique. At the end of Round 1, I analyzed each response (258 total responses) and put them into "like" categories. I eliminated any identifying information. You are asked to rate the importance of each category for the questions below.

1. Why do you volunteer for North Carolina Cooperative Extension?
2. What are the best ways to recruit effective Advisory Leaders for Cooperative Extension?
3. What are the best ways to retain effective Advisory Leaders for Cooperative Extension?
4. What areas of training are needed to prepare effective Advisory Leaders?

I identified a common title for each of the categories to capture the meaning of your responses. Your compiled responses are listed under the title in a paragraph. For your convenience, I repeated the question for each category.

In the example below, the category "Desire for Meaningful Service" is listed first. Then the question is listed. The paragraph below contains your responses that relate to this title. If there is a number after a response, it means that it was listed that number of times from different respondents.

Example:

Desire for Meaningful Service (Why do you volunteer for North Carolina Cooperative Extension)?

The Extension has proven value across our communities and offers the opportunity to invest my time and effort in meaningful work; I also have seen the value of volunteers to CES so that CES can be the true extension of CALS; Because I SEE how much education and research support for the general public occurs through the county centers. Much of this education is not learned in our formal educational system; too many restrictions of time and curriculum; It makes me feel good when I see areas of success (with citizens of varying economic levels) and know that what was learned will be both remembered and used; Because volunteering for NCCE makes me feel useful and alive

Please follow these instructions:

1. Rate each of the categories using the following 5-point Likert-type scale. Categories are listed in alphabetical order.

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

2. If you consider the designated title for the items in each of the categories is not capturing the meaning of that category, please write an appropriate title in the space below each category. You can also add additional comments if you believe more information or detail is needed.

3. After reviewing all the categories as answers to the question, if you feel that there is additional information, please provide that information at the end of the survey in the box provided.

You will have to rate all items on a page before you will be able to move to the next page. If you begin working on this survey and are unable to finish it at once, you will be able to complete it later without losing your earlier inputs.

Advisory Leadership Study - Round 2 - State Advisory Council Members

1. Name:

Advisory Leadership Study - Round 2 - State Advisory Council Members

Please complete this survey by February 20, 2010.

Thank-you very much for your time and effort!

If you have questions, please call 828 674-9824 or email Joy_Staton@ncsu.edu

Joy Staton

Advisory Leadership Study - Round 2 - State Advisory Council Members

Part 1: Reasons to Volunteer

Why do you volunteer for North Carolina Cooperative Extension?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Desire for Meaningful Service (Why do you volunteer for North Carolina Cooperative Extension)?

The Extension has proven value across our communities and offers the opportunity to invest my time and effort in meaningful work; I also have seen the value of volunteers to CES so that CES can be the true extension of CALS; Because I SEE how much education and research support for the general public occurs through the county centers. Much of this education is not learned in our formal educational system; too many restrictions of time and curriculum; It makes me feel good when I see areas of success (with citizens of varying economic levels) and know that what was learned will be both remembered and used; Because volunteering for NCCE makes me feel useful and alive

1 2 3 4 5

Do you consider that the title "Desire for Meaningful Service" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Desire to Meet and Work with People (Why do you volunteer for North Carolina Cooperative Extension)?

I enjoy being involved and working with people; To meet others; Meeting and networking with others across the state.

1 2 3 4 5

Do you consider that the title "Desire to Meet and Work with People" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

3. Desire to Serve Others and Improve the Community (Why do you volunteer for North Carolina Cooperative Extension)?

I volunteer my services to the citizens of our county, local district and across the state to share my knowledge, skills and abilities to increase their quality of life; To help others; I have a strong desire to serve others and Extension provides me a great opportunity to do that; Interested in getting involved in my new community. The Extension programs connect with many aspects of the community; I very much enjoy offering my time and services to an organization so dedicated to the betterment of our citizens and communities. Through such successful programs as 4-H, various after-school educational projects, the care and welfare of our senior citizens, the ongoing support of agricultural communities and so much more, NCCE has always been at the forefront of improving the lives of so many in North Carolina; I began volunteering because my job was to be a liaison between the school and the community. I wanted to access Extension resources for the public schools. Then, I became a 4-H leader when my children were in elementary and middle schools. That was over thirty years ago; It gives one the opportunity to get involved in his/her community on whatever level is comfortable; To help make a difference in my community by assisting the field staff of the University; With over 30 years of continuous volunteer, elected and paid work for community and public organizations, I felt it important to maintain an effort for community support and improvement.

1 2 3 4 5

Do you consider that the title "Desire to Serve Others and Improve the Community" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

4. Give Back to Society (Why do you volunteer for North Carolina Cooperative Extension)?

Extension has helped me a lot in the past and I feel a desire to give back; 4-H was a major factor in my life from 5th grade through high school so before starting my working career I knew that I wanted to give back to the organization that meant so much to me; Give back to community; 4-H was a wonderful program for my children—allows me to give back to the individuals who have helped them; Because volunteering pays back in part the help I receive from NCCE in working at my small farm operation

1 2 3 4 5

Do you consider that the title "Give Back to Society" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Match Between Volunteer's Capacity and Extension's Work (Why do you volunteer for North Carolina Cooperative Extension)?

Both the County Director and Extension agents have asked me to provide specific project help in the past and those successful efforts illustrated a match for my skills and the Extension's work; Volunteering is my opportunity to carry on the tradition of bringing the University to the people

1 2 3 4 5

Do you consider that the title "Match Between Volunteer's Capacity and Extension's Work" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

6. Opportunities to Learn (Why do you volunteer for North Carolina Cooperative Extension)?

Interested in staying abreast of the latest technology in agriculture, horticulture and Family Sciences; The Extension is involved with a breadth of subject matter and a range of community interests that provide real personal growth for me and other volunteers; Because volunteering for NCCE is a great way to grow and learn after retirement; Advisory Leadership System – a way to get together with people with common interests and learn from them; SAC is one of those organizations from which one gains more than they contribute; I've learned a lot of leadership skills that I can use in my professional life; To learn more about Cooperative Extension and what it means to the citizens of North Carolina and how it really effects the lives of the citizens of my county

1 2 3 4 5

Do you consider that the title "Opportunities to Learn" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

7. Positive Attitudes and Interests about Extension (Why do you volunteer for North Carolina Cooperative Extension)?

I believe in what Cooperative Extension does; Believe strongly in the mission; I am proud to be associated with one of the premier programs in the country; I support the Land Grant University system. It brings research based knowledge to the rural and urban communities; I have a passion for Cooperative Extension; I am interested in the direction Extension takes in the future and would like to be involved in helping with that direction; To be an advocate for Cooperative Extension locally and statewide and even on the federal level if need be; Most of the employees in our county are hard workers who are involved in many more things to help the community than just what is expected of them in Raleigh; Extension programs help people in so many ways – to do their jobs more effectively and efficiently, to be healthier, to learn new skills, to bring people together to address and meet the needs in the community. No other organization reaches out to so many people in so many different ways. Everyone can benefit from Extension programs; Because the programs of Cooperative Extension affect the lives of every single person in one way or another; Cooperative Extension is the one organization that affects every citizen in the state; I volunteer because Extension is one of the best organizations I know for serving more people with less dollars; It provides knowledge from experts on just about any subject and the knowledge is free of charge; I volunteer for NC Cooperative Extension because the diverse programs and services it offers greatly benefit people of all ages, backgrounds and interests in my community; It is the one organization of which I am aware that is for everyone with no bias.

1 2 3 4 5

Do you consider that the title "Positives Attitudes and Interests about Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

8. Positive Feedback and Productive Working Environment (Why do you volunteer for North Carolina Cooperative Extension)?

The management and leadership abilities of our County Director and his willingness to credit and recognize employees/volunteers were very important. I perceived a positive and productive work environment; Because part of our local staff appears to truly believe in the benefits of engaging volunteers at the grassroots level to reach more people for feedback

1 2 3 4 5

Do you consider that the title "Positive Feedback and Productive Working Environment" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

9. Prior Positive Experience with Cooperative Extension (Why do you volunteer for North Carolina Cooperative Extension)?

Because I have been imbued with the Cooperative Extension Service ideals as a 4-H member, student, faculty member, user of CE information, Master Gardener, and ALC member; Because the Land Grant University ideal has been part of my heritage both formally and informally; I have been involved with Cooperative Extension all my life; My roots are in farming and rural lifestyle; The biggest reason is 4-H; This allows me the opportunity to pass some knowledge to others.

1 2 3 4 5

Do you consider that the title "Prior Positive Experience with Cooperative Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

10. You have had the opportunity to review the 9 categories for the question "Why do you volunteer for North Carolina Cooperative Extension?" If you feel that there is additional information, please provide that information in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

Part 2: Recruitment

What are the best ways to recruit effective Advisory Leaders for Cooperative Extension?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Ask Advisory Members for Recommendations (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Ask others who have served as leaders for Extension to suggest someone; Involve volunteers with staff in seeking more volunteers; The State Advisory should come from recommendations from the County Advisory board. These people already have a vested interest in advisory and know what goes on within and around their collective counties.

1 2 3 4 5

Do you consider that the title "Ask Advisory Members for Recommendations" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Ask Extension Staff for Recommendations (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Through county agents; County NCCCE offices can be a great resource for finding dedicated volunteers; In many Extension offices, the staff is already familiar with varied groups so perhaps they could be on the lookout for those that they feel could be a positive advisory member.

1 2 3 4 5

Do you consider that the title "Ask Extension Staff for Recommendations" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

3. Ask Key Community Leaders for Recommendations (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Ask other leaders who to ask; Referral from trusted person; Word of mouth

1 2 3 4 5

Do you consider that the title "Ask Key Community Leaders for Recommendations" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

4. Communicate Overview of Extension and Volunteer Opportunities to Prospective Volunteers (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Providing a "big picture" of Extension activities, illustrating the range of skills and time demands needed, and creating an environment of choice for participation are all important. Give education and context; Holding periodic developmental seminars within the county to address the range of leadership positions in Extension work can give a structured view of the different organizations connected to Extension and the very different qualifications that are needed. Attendees can view needed background for leading different community organizations and gain a realistic view of time requirements as well as see community organizations that they have not been aware of; It is important, when recruiting new members, that they understand their role as Extension advocates and what will be expected from them; Nothing stays status quo because an organization is either going backwards or forwards, and this particular organization benefits everyone whether they know it or not. Presenting programs on Cooperative Extension to local clubs, companies and organizations will help with more people understanding and wanting to become involved in its success. All of us are more interested in what has a direct effect on our lives so getting the word out to more people would give a larger pool from which to draw those not only interested in becoming involved, but those that could make a positive difference; Invite potential leaders from all walks of life in the county to local Extension programs to let them see and experience what local Extension Centers have to offer; Perhaps target a particular group and offer a program of interest to them and perhaps there may be one or more interested in more information that the center can furnish them and from this there may be one person interested in serving as an advisory leader; Showcase some successful programs using actual clients telling their stories; Set good examples for potential ALS members; It is good to know that it is not a lifelong commitment

1 2 3 4 5

Do you consider that the title "Communicate Overview of Extension and Volunteer Opportunities to Prospective Volunteers" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Look for Active and Committed Participants Who Understand Extension (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Effective leaders should be those who are really passionate about serving on committees or boards who really want to advocate, work to further the mission and goals of Extension, not to just build a resume; Effective advisory leaders should be well versed in all areas of Extension; Be sure they are exposed to all Extension programs so they can help "carry the word" of resources available and receive meaningful feedback of Extension programs; Look to those who are active in other Cooperative Extension programs...sometimes an active person is one that has the energy to get involved with other Cooperative Extension programs; Find busy people

1 2 3 4 5

Do you consider that the title "Look for Active and Committed Participants Who Understand Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

6. Look for Strong Leaders with Desirable Skills for Extension (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Find people interested in helping other people; Local civic groups, county political organizations, environmental and farming organizations can also be wonderful resources for finding those outstanding citizens who wish to offer their time and efforts to serve their communities; From personal asset surveys and observation, skilled staff members will be able to pair volunteers' skills with the needs of programs and will aid the growth of support; Be attuned to possible volunteers who have effective personality skills and interact frequently with large numbers of people in the community; Try and pick people who are leaders in their professional vocation and have the extra time to devote to Cooperative Extension; In every community of NC there are so many outstanding members who have the talent, capacity and willingness to serve their fellow citizens if allowed the opportunity. NCCE is just such an organization which can provide the opportunities for volunteers seeking to offer their services. Watch for folks who show avid interest in the welfare of their communities and begin to involve them in surveys of needs and impacts.

1 2 3 4 5

Do you consider that the title "Look for Strong Leaders with Desirable Skills for Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

7. Look for Those That are Connected to Extension (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Ask people who have had some relationship with Extension; Look to Master Gardener group; Usually having people who sought out Extension for some problem understand what Extension is really about and are much more willing to serve. In order to recruit an effective advisory leader, the volunteer has to believe in what they are marketing and what better way than firsthand experience; One way to recruit is to find people who are already involved in one or more of the Extension programs – a master gardener, a farmer, a 4-H leader and a healthcare employee. These people are already passionate about one aspect of Extension; Utilize the parents of 4-H'ers who show an interest in the program as well as involving teens in 4-H; Recruit from Master Gardener program; Look at folks who utilize Cooperative Extension services; Contact those that have had previous experience with Extension; The county advisory can be recruited from effective leaders within the Cooperative Extension within your community; Know their level of knowledge of CES but let them know that a prior relationship is not required or necessary; Grow effective advisory leaders just like we grow 4-H members in leadership positions

1 2 3 4 5

Do you consider that the title "Look for Those That are Connected to Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

8. Market Extension Volunteer Accomplishments (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Recruiting is easiest when you are in a place that people want to be. Assure that staff members and current volunteers leaders are positive and welcoming...and that they know and convey the accomplishments of their agency; Tell potential leaders why their input is important to the organization

1 2 3 4 5

Do you consider that the title "Market Extension Volunteer Accomplishments" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

9. Provide Fun Activities to Attract Prospective Volunteers (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Ask lots of persons to help, perhaps in small ways at first; Invite them to participate in something small to begin with and listen to what they have to say. One will not "waste" their time when they are treated as if their input or suggestions aren't considered; Make sure new folks have fun

1 2 3 4 5

Do you consider that the title "Provide Fun Activities to Attract Prospective Volunteers" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

10. Provide Meaningful Opportunities (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Engagement of prospective leaders in meaningful Extension projects, with identifiable results to deliver offers a chance for the individual to contribute, gain a sense of ownership in Extension success, and to be observed for work skills, preferences and interpersonal capabilities; ALWAYS invite all who show even a small amount of interest into areas of involvement.

1 2 3 4 5

Do you consider that the title "Provide Meaningful Opportunities" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

11. Recognize Volunteer Service for Recruitment of Prospective Volunteers (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Recognize the help that folks give and ask for more; Recognize folks on all task groups for their responsibility and dependability; Make sure new folks realize how important their contributions are; Follow up with all volunteer communications so they know their feedback was helpful; Know their background and expertise

1 2 3 4 5

Do you consider that the title "Recognize Volunteer Service for Recruitment of Prospective Volunteers" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

12. Recruit from Partner Agencies, Businesses, etc. (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Look at folks involved with Forestry and Soil and Water Conservation; Look at corporate folks who have businesses that align with Cooperative Extension; Government employees or representatives that are from areas that align with Cooperative Extension; Speakers bureaus; Recruiting from a local organization that manages volunteers is a way to be selective because the local organization would know the volunteers that are knowledgeable and who are willing to work and become involved.

1 2 3 4 5

Do you consider that the title "Recruit from Partner Agencies, Businesses, etc." captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

13. Seek Diverse Membership (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Extension advisory leadership should reflect the demographics of the community; Another way to recruit advisory leaders is for the advisory leadership to determine the type of persons needed to give the council broad community representation – gender, ethnicity, work backgrounds, geographical areas, and ages. Often advisory council members recommend potential members that they know personally and feel comfortable recruiting; Through the knowledge of clubs and organizations who have progressive thinking leaders and workers from all walks of life and from all social and economic backgrounds. The more variety there is on an advisory council, the more varied the suggestions, thoughts and programs will be.

1 2 3 4 5

Do you consider that the title "Seek Diverse Membership" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

14. Use Personal Contacts, Letters and the Internet to Recruit Prospective Volunteers (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Use existing volunteers to help with the "sales" pitch; By having present membership and CED personally approach prospective council members; Personal contact by people who are active concerned citizens in their community; A personal invitation; A letter of invitation; Using the web as a way to get the word out about the need for "volunteers" to help with special programs and events in one 's area This is a means to get the word out to those that may not belong to clubs, etc.

1 2 3 4 5

Do you consider that the title "Use Personal Contacts, Letters and the Internet to Recruit Prospective Volunteers" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

15. You have had the opportunity to review the 14 categories for the question "What are the best ways to recruit effective Advisory Leaders for Cooperative Extension?" If you feel that there is additional information, please provide that information in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

Part 3: Retention

What are the best ways to retain effective Advisory Leaders for Cooperative Extension?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Appreciate and Recognize Volunteer Service (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Thank people for the time they served – you can never hear it too much; Recognitions of the value of their efforts; Recognition of their efforts; Sometimes what will work in Raleigh won't work in a small town even when working with the same class of people. The "grassroot" volunteers know the day-in and day-out activities of the local people and their foresight will be most valuable but they have to know that it is. When they think they are helping, they will continue. Most volunteers lost from an organization was because volunteers never felt they were contributing. Everybody likes to feel needed and important and when that is done, very few will quit; Demonstrate how important they are to the success of Extension; Feel appreciated by those you work with; Cooperative Extension has done an outstanding job in letting the advisory councils feel appreciated which is the most important element in not only recruiting but maintaining a sound, solid and working council.

1 2 3 4 5

Do you consider that the title "Appreciate and Recognize Volunteer Service" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Provide Benefits for Volunteers (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Salient incentives; Value added resources to the person; Training in skills and experiencing concepts that will be useful in daily life and other extra-curricular activities; Make serving a learning situation; Provide opportunities for personal growth while developing their special talents that each person possesses.

1 2 3 4 5

Do you consider that the title "Provide Benefits for Volunteers" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

3. Provide Challenging Opportunities to Utilize Strengths and Contribute to Volunteer's Leadership Growth (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Utilize strengths – encourage them to go beyond comfort zone; Creating service opportunities to fit the capabilities of advisory leaders; Having an opportunity to expand your leadership role as you build background and accomplishment provides a sense of future and growth that should challenge advisory leaders; Challenges so they can grow; Challenges each volunteer to make a significant contribution such that they can see the benefit of their efforts; Make them want to not miss a meeting. Look forward to what are we going to do next.

1 2 3 4 5

Do you consider that the title "Provide Challenging Opportunities to Utilize Strengths and Contribute to Volunteer's Leadership Growth" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

4. Provide Collaborative and Friendly Work Environment (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Positive work environment; Having fun while getting stuff done; Enjoy each other; Volunteer ideas may interfere with Extension agent's programs... there needs to be a relationship between the agent and the volunteer. Otherwise, the agent ignores the ideas of the volunteer; Staff help; Team work among and between staff and volunteers

1 2 3 4 5

Do you consider that the title "Provide Collaborative and Friendly Work Environment" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Provide Meaningful Engagement Opportunities for Volunteer Service (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

If it is good you will stay with it; Let them help with important decisions; Ask them to be more than just advocates; By allowing citizen volunteers the opportunity to willingly offer their time and services to NCCE, the successes they can experience through their involvement with NCCE would be the best way to retain the best and brightest. Success breeds success. When a community volunteer can experience first-hand the successful results of their efforts, they will be even more dedicated to expanding upon these successes by offering even more of their time and talents; Meaningful work to accomplish; The chance to successfully complete projects/tasks; Members of an advisory council are giving their time free of charge so right up front you know that they are supportive and willing to do whatever they feel is worthwhile in making a positive difference in their community; Make sure that advisory leaders have real things to do—their time is too valuable to waste; Involve them early; Keep them actively involved and updated with the day to day issues in Cooperative Extension; The more active role the better; Full engagement at all times; Get them involved in events other than the regularly scheduled meetings; Involve advisory leaders as advocates. Have them represent Extension at community meetings, write newspaper reports on Extension activities, be part of a speakers' bureau to take the Extension story to the greater community, or write and call elected officials to support Extension programs; INVOLVEMENT! INVOLVEMENT! INVOLVEMENT!; Keep them involved. (2); Keep them interested in what the councils are doing—give them a job/mission; Use them. Sometimes meetings tend to be more informational. The volunteers need to know that they are able to contribute something besides fill a chair. Sometimes they need to know how they can contribute; Ask for their input when it is appropriate; Inclusion of advisory leaders in discussions of strategy and in planning sessions is valuable. It is nice to be consulted; Ask for suggestions on how the program can be implemented or marketed for their community; Give assignments to approach county commission members and state and national elected officials.

1 2 3 4 5

Do you consider that the title "Provide Meaningful Engagement Opportunities for Volunteer Service " captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

6. Provide Opportunities for Volunteers to Recruit New Members (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Ask them to recruit leaders for the councils

1 2 3 4 5

Do you consider that the title "Provide Opportunities for Volunteers to Recruit New Members" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

7. Provide Regular Communication to Keep Volunteers Informed (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Updates to advisory leaders by county and university staff are greatly appreciated. It is nice to be informed; Keep them in the loop. Have a short meeting by the local advisory board/committee or whatever one calls it and brief them on upcoming programs; Keep them up to date on what is happening on the state level which would directly affect their local community; Demonstrate progress in programming for county needs; Keep them informed of local matters, district and state as well. Sometimes even federal matters. Keep them in the loop; Contact them often for help; The personal touch is always important. Staff and advisory leaders should contact members who are absent from a meeting to let them know they were missed and to bring them up to date on what took place at the meeting.

1 2 3 4 5

Do you consider that the title "Provide Regular Communication to Keep Volunteers Informed" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

8. Provide Training Opportunities for Volunteers to Keep Up with Extension Needs (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Make sure they are knowledgeable about Extension programs and resources and can advocate for them. They should be able to discuss local Extension initiatives and be involved in as many as possible. One way to do this is to have Extension staff attend advisory council meetings to explain their work and answer questions. Another way is to go on field trips to see how the staff interacts with and impacts the community, for example, a trip to a local farm to hear the farmer tell how the agents have helped him, or a trip to a school to see classroom activities; Give them direction; At the meetings, having programs relative to the different departments within Cooperative Extension would give the advisory council a much better understanding of the diversity of the organization. At some of the meetings, taking the council on a tour of a dairy farm, a bee farm, a strawberry farm, etc. would give them the opportunity to see up close and personal the long reaching arm of Extension...and the tours are fun; Keep them knowledgeable; Make sure they are trained to be effective leaders.

1 2 3 4 5

Do you consider that the title "Provide Training Opportunities for Volunteers to Keep Up with Extension Needs" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

9. Respect Volunteer Time and Inputs (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

When ideas are brought forward by volunteers...don't just give it lip service. Try to educate the volunteer on why the idea is or is not acceptable; Everyone's opinion counts; Be cautious of inviting participation in key positions from folks who are aligned with so many activities that they become less than effective and give less time than needed to meet their obligations with Extension; Let them know that it is okay to decline an opportunity if it is a hardship on work or personal life; Time out so they don't burn out; Make meetings meaningful; Meetings interesting and not too long.

1 2 3 4 5

Do you consider that the title "Respect Volunteer Time and Inputs" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

10. Select the Right People to Serve as Volunteers (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Pick the right people to begin with.

1 2 3 4 5

Do you consider that the title "Select the Right People to Serve as Volunteers" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

11. You have had the opportunity to review the 10 categories for the question "What are the best ways to retain effective Advisory Leaders for Cooperative Extension?" If you feel that there is additional information, please provide that information in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

Part 4: Training

What areas of training are needed to prepare effective Advisory Leaders?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Advocacy Skills (What areas of training are needed to prepare effective Advisory Leaders)?

Communicating bullet points to government officials – knowing those issues; Effective advisory leaders need to be prepared to advocate for Extension in various ways such as recruiting volunteers, securing support from elected officials and fund-raising; At least minimal training should be done in effective communication with elected officials and policymakers; Political etiquette; How to speak with legislators/elected officials; How to approach political leaders; How to build relationships with local, state and federal governments and community leaders

1 2 3 4 5

Do you consider that the title "Advocacy Skills" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Build on Existing Training (What areas of training are needed to prepare effective Advisory Leaders)?

Training that is provided is good – always need to know more; I feel the procedures we have now are very appropriate. I feel that this type of training should be mandatory for all new advisory members; Offer more educational opportunities for NCE Advisory Leaders

1 2 3 4 5

Do you consider that the title "Build on Existing Training" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

3. Building Knowledge About Extension Staffing and Leadership (What areas of training are needed to prepare effective Advisory Leaders)?

Knowing the CES leadership at the state, district and local levels; Ask them to visit the CED's they will be working with early on, or have them meet with all CED's they will be working with as part of their training; Have a "meet the staff" at Extension.

1 2 3 4 5

Do you consider that the title "Building Knowledge About Extension Staffing and Leadership" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

4. Conducting Effective Meetings and Parliamentary Procedure (What areas of training are needed to prepare effective Advisory Leaders)?

Structured training on the mechanics of successful meetings and group work would pay dividends. While this sounds mundane, teams usually feel much more positive about their efforts in a well-run and organized environment; Parliamentary procedure

1 2 3 4 5

Do you consider that the title "Conducting Effective Meetings and Parliamentary Procedure" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Extension Programming Process and Trends (What areas of training are needed to prepare effective Advisory Leaders)?

Planning, implementation and evaluation process; The more one learns of the specific needs of their state and local communities, the better prepared and the more effective they will be in addressing and serving these; How to become informed about Extension programming; How CES programs and organizations have changed over time to meet demands of the times, state & national; Teach the local county advisory groups to use the same format for documenting their program's progress

1 2 3 4 5

Do you consider that the title "Extension Programming Process and Trends" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

6. Foundation of Cooperative Extension Service (What areas of training are needed to prepare effective Advisory Leaders)?

Should know the land grant system; Land Grant Institutions; Educating leadership candidates of the history of Extension is important; No need to memorize lots of dates, but should know the basic history of Extension; Education about Extension (history); History and Traditions of Cooperative Extension

1 2 3 4 5

Do you consider that the title "Foundation of Cooperative Extension Service" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

7. How to Develop and Deliver Training (What areas of training are needed to prepare effective Advisory Leaders)?

Allow Advisory Leaders more interaction with fellow Advisory Leaders from other states and regions so they can learn more from the successes and the failures of their cohorts. Sharing sessions among various Extension meetings and gatherings can provide extremely valuable education opportunities for all; The Advisory Leader must learn who in other local "cluster" Extension advisory groups in neighboring counties can work together with the Advisory Leader. Together they can learn to value each other's strengths; Most effective learning is by example and by doing; Working sessions at which skills are demonstrated and folks have an opportunity to try them out; Training will naturally occur with local programs as volunteers expand their participation; The DED should be more involved in their training.

1 2 3 4 5

Do you consider that the title "How to Develop and Deliver Training" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

8. Leadership and Team Skills (What areas of training are needed to prepare effective Advisory Leaders)?

Training leaders to be welcoming and inclusive in all of their interactions is very important. Establishing an atmosphere of mutual respect and the valuing of participation can elicit results that would not be achieved in a more "top-down" environment; It would be helpful for Advisory leaders to understand the Strategic planning process. Attainable goals with an action plan that includes something for each council member to do will keep the council focused and effective; Advisory leaders need to be able to work as members of a team, relying on each other and pulling their own weight; Leadership

1 2 3 4 5

Do you consider that the title "Leadership and Team Skills" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

9. Marketing Strategies (What areas of training are needed to prepare effective Advisory Leaders)?

Marketing strategies (this could be advocacy as well)

1 2 3 4 5

Do you consider that the title "Marketing Strategies" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

10. Mission, Vision and Current Situation of Extension Programming (What areas of training are needed to prepare effective Advisory Leaders)?

Training on Extension program; The breadth of research being brought to the public from NCSU and NC A & T – this background helps provide context and direction so that leaders' efforts align with the organization; Knowing existing educational programs of CES and understanding that there are resources for new programs; Show them the many programs Extension is involved with; Advisory leaders should be knowledgeable about all areas of Extension. Those not actively involved in Extension often think that it is just about helping farmers and teaching 4-H'ers to raise cows. People are always amazed and impressed at how broad-based Extension programs are; Provide overview of the entire system; Having an outline of each and every program that is under the Extension umbrella so that a prospective member will have a better understanding of how important Extension is to the community. This will also give a prospective member a chance to maybe select the programs on which they feel they could have a more positive impact. We are not all from the "soil" or familiar with large animals or knowledgeable about finances or correct diets, etc; Education about the areas of Extension that they are not familiar with; Nuts and bolts of the organization –who does what and how; Role of Extension; Policy and procedures; Current operations and challenges for change; Must be a true supporter of the concept of Extension education and services; not lip service only

1 2 3 4 5

Do you consider that the title "Mission, Vision and Current Situation of Extension Programming " captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

11. Orientation for Volunteer Leadership and Role Clarification (What areas of training are needed to prepare effective Advisory Leaders)?

The advisory leader must complete the booklet used at the Strengthening Extension Advisory Leaders Conference in Charlotte; What support advisory leaders can expect as they take on new responsibilities; The prospective member must be willing to make a commitment in order to be effective in any program...not just attend meetings; Help them to understand their role early; Special techniques of how to serve people; Be sure they understand the reason they are needed. Many of the local advisory boards or individual agent committees have names on the roster but no expectations or purpose for the volunteer being there; They must know what is expected of them and why they were chosen to be a volunteer then I think, most of them will leave the meeting ready to go to work; Nuts and bolts that apply to how advisory leaders operate; Mission of advisory councils – what is their role; Key – the Advisory Leader needs to identify their own strengths and weaknesses...then with the assistance of the Extension Director, they need to develop a first step, or what to do first; Opportunities for advisory leaders to contribute –and not just what folks have done in the past; Should have essential training prior to being selected; Get to know the person well before asking them to serve. Find out what their expertise is.

1 2 3 4 5

Do you consider that the title "Orientation for Volunteer Leadership and Role Clarification" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

12. Public Speaking and Effective Communication (What areas of training are needed to prepare effective Advisory Leaders)?

I don't think it is a matter of training, but getting better communication lines from the bottom up and back down; This goes back to what the State Advisory can take back to its counties. Each need is very different. We can only be as effective as our county advisory council. This may need to include not only our State Advisory leader, but our County Advisory Chair and County Director on what communications need to be made between them; Public speaking

1 2 3 4 5

Do you consider that the title "Public Speaking and Effective Communication" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

13. Understanding Population Demographics and Trends (What areas of training are needed to prepare effective Advisory Leaders)?

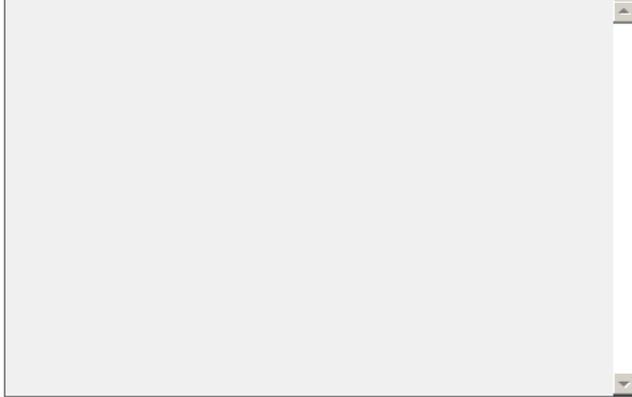
A key training area for leaders is a description of the current population demographics and trends for the future in their communities. Understanding the varied interests to be served and gaining insight into the cultural patterns of client groups will make for more effective leaders; Diversity

1 2 3 4 5

Do you consider that the title "Understanding Population Demographics and Trends" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - State Advisory Council Members

14. You have had the opportunity to review the 13 categories for the question "What areas of training are needed to prepare effective Advisory Leaders?" If you feel that there is additional information, please provide that information in the box below.



Advisory Leadership Study - Round 2 - State Advisory Council Members

1. Name:

Appendix J

Round Two – Advisory Leadership Study – County Extension Directors

From: "Joy Staton" <joy_staton@ncsu.edu>
Date: 2/5/2010 9:18 PM
Subject: Advisory Leadership Study - Round 2
CC: "David Jenkins" <david_jenkins@ncsu.edu>, "Jay Jayaratne" <jay_jayaratne@ncsu.edu>, "Jim Flowers" <jim_flowers@ncsu.edu>, "Joy Staton" <Joy_Staton@ncsu.edu>, "Mark Kistler" <mark_kistler@ncsu.edu>

County Extension Directors:

Thank you very much for your excellent response in Round 1 of my graduate study titled **"Characteristics and Motivational Factors of Effective Advisory Leaders."** Your responses were very generous and will be used to develop and provide training to strengthen the advisory leadership system.

The link to Round 2 is below. There were a total of 531 responses from Round 1. The responses were placed into "like" categories. Please take time to rate the categories. I have also provided a space for your comments if you disagree with the title of the categories. If you do disagree, please suggest a better title. Also at the end of the survey, you will have the opportunity to provide any missing categories or other information.

Since this study will require more time than Round 1, you will be able to re-enter the study and update your responses if you have to leave the study.

I sincerely appreciate your cooperation with this study. Your participation is highly valued and I am very grateful for your time. Please complete the survey by February 20, 2010.

<http://www.surveymonkey.com/s/VJMNK8J>

Thanks!

Joy Staton
Joy S. Staton
Advisory System Leader
North Carolina Cooperative Extension
828 674-9824
Joy_Staton@ncsu.edu

Advisory Leadership Study - Round 2 - County Extension Directors

Instructions for Round 2

County Extension Directors:

Thank you for your participation in Round 1 as an expert panel member!

This is the 2nd round of my study "Characteristics and Motivational Factors of Effective Advisory Leaders" which utilizes the Delphi Technique. At the end of Round 1, I analyzed each response (531 total responses) and put them into "like" categories. I eliminated any identifying information. You are asked to rate the importance of each category for the questions below.

1. What are the characteristics of effective Advisory Leaders?
2. What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension?
3. What are the best ways to recruit effective Advisory Leaders for Cooperative Extension?
4. What are the best ways to retain effective Advisory Leaders for Cooperative Extension?
5. What areas of training are needed to prepare effective Advisory Leaders?

I identified a common title for each of the categories to capture the meaning of your responses. Your compiled responses are listed under the title in a paragraph. For your convenience, I repeated the question for each category.

In the example below, the category "Actively Involved with Cooperative Extension" is listed first. Then the question is listed. The paragraph below contains your responses that relate to this title. If there is a number after a response, it means that it was listed that number of times from different respondents.

Example:

Actively Involved with Cooperative Extension (What are the characteristics of effective Advisory Leaders)?

Members that are engaged in the process; Willing to get involved; Wants to be involved in the total Extension program; Likes to be involved in what is going on; Willing to take on additional responsibilities within reason; Willing to be involved in programs; Having the willingness to serve as decision and policy makers for county, state and the land grant system; Willing to take on additional responsibilities or tasks as appropriate; Involved; Engaged; Takes the job seriously; Doer, not a looker; Helps set program direction for the local staff; Willing to market Extension; Report successes of local CES; Tell others about CES

Please follow these instructions:

1. Rate each of the categories using the following 5-point Likert-type scale. Categories are listed in alphabetical order.

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

2. If you consider the designated title for the items in each of the categories is not capturing the meaning of that category, please write an appropriate title in the space below each category. You can also add additional comments if you believe more information or detail is needed.

3. After reviewing all the categories as answers to the question, if you feel that there is additional information, please provide that information at the end of the survey in the box provided.

You will have to rate all items on a page before you will be able to move to the next page. If you begin working on this

Advisory Leadership Study - Round 2 - County Extension Directors

survey and are unable to finish it at once, you will be able to complete it later without losing your earlier inputs.

Please complete this survey by February 20, 2010.

Thank-you very much for your time and effort!

If you have questions, please call 828 674-9824 or email Joy_Staton@ncsu.edu

Joy Staton

Advisory Leadership Study - Round 2 - County Extension Directors

Part 1: Characteristics

What are the characteristics of effective Advisory Leaders?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Actively Involved with Cooperative Extension (What are the characteristics of effective Advisory Leaders)?

Members that are engaged in the process; Willing to get involved; Wants to be involved in the total Extension program; Likes to be involved in what is going on; Willing to take on additional responsibilities within reason; Willing to be involved in programs; Having the willingness to serve as decision and policy makers for county, state and the land grant system; Willing to take on additional responsibilities or tasks as appropriate; Involved; Engaged; Takes the job seriously; Doer, not a looker; Helps set program direction for the local staff; Willing to market Extension; Report successes of local CES; Tell others about CES

1 2 3 4 5

Do you consider that the title "Actively Involved with Cooperative Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Big Picture Thinker (What are the characteristics of effective Advisory Leaders)?

See the big picture; Critical thinkers; Forward thinkers; Willingness to look at the broad picture and not just focus on their personal concerns; Visionary; Big picture thinker; Has a broad perspective for the community or county; Not overly focused on their own agenda; Life-long learners; Eager to learn new things; Learns quickly; Intelligent; Reasonably smart

1 2 3 4 5

Do you consider that the title "Big Picture Thinker" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

3. Charitable (What are the characteristics of effective Advisory Leaders)?

Charitable; Givers, not takers

1 2 3 4 5

Do you consider that the title "Charitable" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

4. Collaborative (What are the characteristics of effective Advisory Leaders)?

Able to collaborate with others; The ability to work through and with people to achieve goals as set by county programs; Can work with others and is willing to get to know them 1 2 3 4 5

Do you consider that the title "Collaborative" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Committed, Dependable and Dedicated (What are the characteristics of effective Advisory Leaders)?

Can find time to do what needs to be done; Will commit the needed time and energy to make ALS successful, including attending meetings regularly; Participates in Advisory Council meetings and district meetings; Willing to come to meetings and work on projects; Participates in appropriate Extension activities; Willing to attend county meetings; Participates in meetings; Attend selected staff functions; Help with staff functions; Committed; Someone who attends its activities and events; Feels very strongly about certain issues; Supports staff members; Flexible schedule to attend meetings; Dependable (2); Dependable – when they tell you they will do something, they will do it; Reliable/dependable; Dedicated (2); Dedicated – be there when needed 1 2 3 4 5

Do you consider that the title "Committed, Dependable and Dedicated" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

6. Compassionate and Understanding (What are the characteristics of effective Advisory Leaders)?

Compassionate and cares for others; Compassionate (2); Has an interest in improving the state of the county and the well-being of its citizens; Supportive of others; Understanding (2) and accommodating 1 2 3 4 5

Do you consider that the title "Compassionate and Understanding" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

7. Creative (What are the characteristics of effective Advisory Leaders)?

Creative; Creative – people that can think on their feet and react quickly if needed 1 2 3 4 5

Do you consider that the title "Creative" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

8. Embraces Diversity (What are the characteristics of effective Advisory Leaders)?

Diverse membership; Diversity among members in gender, race, occupation and background; Diverse 1 2 3 4 5

Do you consider that the title "Embraces Diversity" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

9. Extension Customer (What are the characteristics of effective Advisory Leaders)?

Represents a customer group or potential customer groups that Extension serves; Has been/is user of Extension for the most part (not a requirement for all members); Prior experience as an advisory on a program committee; Generally Extension clientele; Someone who is a user of the program and its information

1 2 3 4 5

Do you consider that the title "Extension Customer" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

10. Faith-based (What are the characteristics of effective Advisory Leaders)?

Faith-based – people that believe and have will!

1 2 3 4 5

Do you consider that the title "Faith-based" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

11. Good Communicator and Willing to Speak Up (What are the characteristics of effective Advisory Leaders)?

Not afraid/timid to call/talk with elected officials; Good communicators (2); Good listener; Has good communication skills, can express self and effectively share thoughts and ideas; The ability to communicate with government leaders and other key persons; Will express ideas and opinions with the ultimate goal of improving Extension's mission; Vocal without being abrasive; A little on the political side so they are not afraid to talk to politicians; Not afraid/timid to speak up; Willing to speak up; Willingness to ask questions; Willingness to listen; Willingness to get input from others; Interactive, willing to say what they think (although might have to be coached to first become comfortable in position); Willing to go to county officials and voice concerns; Willing to voice concerns to state officials; Willing to voice concerns to CES persons; Is willing to say a supportive word of Extension to decision makers; Willing to share ideas and opinions (both one-on-one and in groups)

1 2 3 4 5

Do you consider that the title "Good Communicator and Willing to Speak Up" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

12. Honest and Trustworthy (What are the characteristics of effective Advisory Leaders)?

Honesty – people that will tell the real story and not sugar coat their thoughts and ideas; Trustworthy – people that you can share important or confidential information

1 2 3 4 5

Do you consider that the title "Honest and Trustworthy" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

13. Involved, Respected and Connected in the Community (What are the characteristics of effective Advisory Leaders)?

Involved in other things in community and county; Involved in the community in other volunteer roles; Active in the community; Active in community life and affairs; Involved in the community (outside of Extension – church, clubs, etc.); Connected to the community (2); Connected in community, county and state; Well connected in their community and most times in the county; Is connected or willing to become connected to key decision makers; Well connected in the community; Connected in the community being "advised" (specialized committees); Influence in community; Respected in the community; Well respected by their peers; Respected in their community or specialty; Well respected in their community or field of expertise; Respected

1 2 3 4 5

Do you consider that the title "Involved, Respected and Connected in the Community" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

14. Knowledgeable about Cooperative Extension (What are the characteristics of effective Advisory Leaders)?

Members knowledgeable about Extension; Knows about the programs and activities being conducted by the local Extension Staff; Understands Extension's role and purpose in the community; Knowledgeable; Has interest in the mission of Extension; Knowledgeable of what Cooperative Extension is all about and its' goals and mission; Effective advisory leaders understand Cooperative Extension and its programs; Knowledgeable about Cooperative Extension

1 2 3 4 5

Do you consider that the title "Knowledgeable about Cooperative Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

15. Knows and Cares about Community (What are the characteristics of effective Advisory Leaders)?

Knows others in the community; Community minded; Believes in community service; Experienced or has a strong interest in specific issues within the county; Strong interest in the general welfare of the county; Service attitude

1 2 3 4 5

Do you consider that the title "Knows and Cares about Community" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

16. Leader (What are the characteristics of effective Advisory Leaders)?

Strong leadership skills that enable them to advocate for CES programs; Leaders

1 2 3 4 5

Do you consider that the title "Leader" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

17. Outgoing (What are the characteristics of effective Advisory Leaders)?

Outgoing (2); Outgoing and inquisitive; Not always, but usually outgoing and inquisitive; Good people person; Friendly; Personable; Ambitious

1 2 3 4 5

Do you consider that the title "Outgoing" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

18. Passionate about Cooperative Extension (What are the characteristics of effective Advisory Leaders)?

Passionate – people that love Extension; Is interested in Cooperative Extension and is willing to serve on advisory committees without being begged; Passionate about the issues that Extension can address; Will intercede for and “champion” Extension whenever called upon; Committed to CES; Values programs of CES, have an interest in one or more areas that we work in – Ag, 4-H & Youth Development, Community Development; Supports Cooperative Extension; Values Extension’s contribution to the community; Willingness to support and/or provide input for the advancement of Cooperative; Extension advocate; Supportive of mission and vision of NCCE

1 2 3 4 5

Do you consider that the title “Passionate about Cooperative Extension” captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

19. Respectful and Open Minded (What are the characteristics of effective Advisory Leaders)?

Respect other people’s ideas, opinions and views; Not overly opinionated; Respectful – treat others as they would like to be treated; Ability to respect other’s ideals; Opinionated in a controlled way; Able to see beyond their own situation; Open; Open minded (3); Open minded – people that can listen to other ideas outside their expertise; Open minded to new ideals

1 2 3 4 5

Do you consider that the title “Respectful and Open Minded” captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

20. Understands Advisory Role (What are the characteristics of effective Advisory Leaders)?

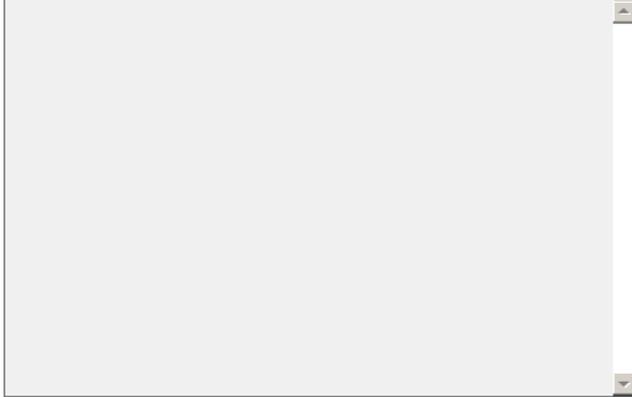
Understand the role of the advisory leadership system; Understand their role of the advisory leadership system; Understand “advisory” role; Knowledgeable in area representing (specialized committees)

1 2 3 4 5

Do you consider that the title “Understands Advisory Role” captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

21. You have had the opportunity to review the 20 categories for the question "What are the characteristics of effective Advisory Leaders?" If you feel that there is additional information, please provide that information in the box below.



Advisory Leadership Study - Round 2 - County Extension Directors

Part 2: Motivational Factors

What are the motivational factors that cause individuals to be effective volunteers for CES?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Desire for Meaningful Service (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

Meaningful volunteer roles; Sense of accomplishment; Desire to be a part of success; Pride in accomplishing a program; Likes to feel sense of satisfaction; Sense of achievement; Feeling of accomplishment when clientele are successful; Love: must have it to be proud of our accomplishments; Sense of being valued; Feel that they can make a difference; Desire to "make a difference"; Wants to make things better; They believe that Extension can make a difference in the lives of others; Concerned about the future; Challenges: must have it otherwise they will get bored

1 2 3 4 5

Do you consider that the title "Desire for Meaningful Service" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Desire to Meet and Work with People (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

Wants to make new acquaintances; Enjoy working with others; Because someone asked them; Desire to be involved; Wants to get involved in something; Needs to be part of something worthwhile; Involvement; Wants to be more involved

1 2 3 4 5

Do you consider that the title "Desire to Meet and Work with People" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

3. Desire to Serve Others and Improve the Community (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

Wants to help others; Has knowledge and skills that they are willing to share with others; Willing to give time and knowledge; Wants to make things better for self and others; Understanding of and responsiveness to the needs of others; Want to serve others; Concern for others; Wants to help; They care about people; They look beyond their own needs; Desire to serve the community; Desire to impact issues in their county/community; A desire to be involved in some type of community service; Care for their communities; Commitment: must have it in order to excel; Community mindedness; Ability to care about their community; Staying connected in the community; They all have a sincere concern for making the community better than it is; They have a desire to serve their local community; Likes working with elected officials

1 2 3 4 5

Do you consider that the title "Desire to Serve Others and Improve the Community" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

4. Interested in Self and Others Benefiting from Extension Programs (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

See the potential for Extension to make a positive impact in their lives or the lives of the customer group they represent; They have an interest in what we are doing; Usually many individuals are directly involved in some aspect of CES...farmer, 4-H volunteer, ECA member, community business leader that has an interest in education program (example – banker involved because we provide financial management to families in the community), agency or organization with similar goals that works cooperatively with CES (DSS or Smart Start director...we provide services to their client base); Desire for self and family to be involved in Extension opportunities; Concern for self and family; They have a desire for others to become users of Extension; They see how volunteering can benefit other family members (4-H volunteers for example)

1 2 3 4 5

Do you consider that the title "Interested in Self and Others Benefiting from Extension Programs" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Give Back to Society (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

Wants to give back to Extension; Giving back; NCCCE has programs that have benefited them in the past and they want to give back and help others; Giving

1 2 3 4 5

Do you consider that the title "Give Back to Society" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

6. Opportunities to Learn (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

Wants to learn more about topics of interest to them; Desire: must have it in order to grow; Continue to learn and grow; To become more knowledgeable; Staying connected in their given areas of professional interest

1 2 3 4 5

Do you consider that the title "Opportunities to Learn" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

7. Positive Attitudes and Interests about Extension (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

Believe in mission; Quality/impacts of Extension program; They believe in CES mission; They believe in mission and vision of NCCE; Invested in what Cooperative Extension is all about; Passion for programs; Passionate about a particular program area that CES can have an impact; Passion for certain subject matter or program; Concerns about specific subjects, issues or problems; Interested in making Cooperative Extension a better organization; See an area or areas in Extension that need to be strengthened; Desire to see change and benefit from involvement in Extension; Strengthen the connection to Cooperative Extension; Relationships with staff; Loyal to the agent that has helped them in the past; They have a good relationship to a staff member; They have strong working relationships with Extension staff; Likes to see agents succeed and enjoys helping them; Wants to help you; The call to action and duty; Likes being in the know about county programs and happenings; Likes to be a part of what is going on; Likes to be where the action is; Desire to stay active; Ability to share input; Belonging to a group; Likes to be a part of successful groups; Desire to be connected to Extension and our partners; Personal affiliation; Wanting to be identified with an organization that is seen as being positive in community; They are a part of a club or group that CES is in charge of or is an advisor of; Effective programs (they want to be part of it)

1 2 3 4 5

Do you consider that the title "Positive Attitudes and Interests about Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

8. Prior Positive Experience with Cooperative Extension (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

Users of the program; Prior experiences with Extension; Had positive experiences with Extension in the past; Prior experience and satisfied with Extension; Most have been involved in CE at some point either as a recipient or a partner in recent programs; They received help from CES that they deemed valuable; They grew up with Extension; They grew up in 4-H; They have benefited personally from the program's information; They have had a good experience with the program; History with NCCE

1 2 3 4 5

Do you consider that the title "Prior Positive Experience with Cooperative Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

9. Recognition and Benefits (What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension)?

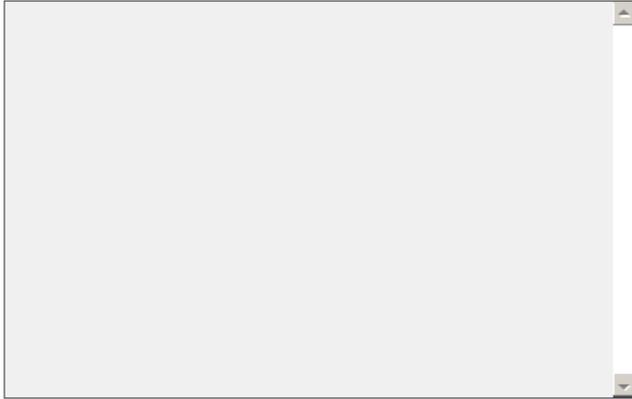
Recognition; Personal and/or professional recognition; Likes to be appreciated; Wants to feel respected by others; Most times not boastful, but does want some recognition; Recognition (sometimes, but his is not often a motivating factor for our volunteers); Wants to impress others; Rewards, not necessarily money, such as meals, small gifts and /or travel; Personal gain; Perceived personal and/or professional benefit; Status; Influence; Likes attention

1 2 3 4 5

Do you consider that the title "Recognition and Benefits" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

10. You have had the opportunity to review the 9 categories for the question "What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension?" If you feel that there is additional information, please provide that information in the box below.



Advisory Leadership Study - Round 2 - County Extension Directors

Part 3: Recruitment

What are the best ways to recruit effective Advisory Leaders for Cooperative Extension?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Ask Advisory Members for Recommendations (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Advisory member recruit; Current members suggestions; Referral from other ALS volunteers; Gather input from current members; Recommendations from previous leaders; Allowing current members to contact and explain role – use a nominating committee; Referred by other advisory members; After members have been recruited and begin to serve, ask them who in their communities would be good members; Personal requests from other advisory members; Seek good candidates through inquiry of current advisory leaders

1 2 3 4 5

Do you consider that the title "Ask Advisory Members for Recommendations" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Ask Key Community Leaders for Recommendations (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Recommendations from county partners; Suggestions from county government partner; Referral from county government, key stakeholders

1 2 3 4 5

Do you consider that the title "Ask Key Community Leaders for Recommendations" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

3. Ask Extension Staff for Recommendations (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Agents ask directly; Allow staff to have a say in who is nominated; Potential volunteers identified by county Extension staff; Referred by staff; Personal requests from Extension staff members; Seek good candidates through inquiry of staff

1 2 3 4 5

Do you consider that the title "Ask Extension Staff for Recommendations" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

4. Be Positive About Volunteer Role (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Don't down play the importance of the role 1 2 3 4 5

Do you consider that the title "Be Positive About Volunteer Role" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Communicate Overview of Extension and Volunteer Opportunities to Prospective Volunteers (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Job Descriptions; Be certain to provide leaders with job descriptions; Clear "job description"; Availability: They must be able to attend meetings as well as programs to evaluate us; Interview first to determine interest and abilities 1 2 3 4 5

Do you consider that the title "Communicate Overview of Extension and Volunteer Opportunities to Prospective Volunteers" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

6. Look for Strong Leaders with Desirable Skills for Extension (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Identify community leaders that have interest in issues Extension is involved with; Elected officials often too busy to serve on committees or councils, so seek those that the elected officials listen to; Are in the community; People that want to see a difference in their community; Key community leaders; Identify leaders in community; Use county officials; Target individuals you have a program connection; Seek persons with knowledge or skills in areas where advisory leaders are needed; Always be on lookout for good leaders that are willing to get involved, and give or create an opportunity for them to serve; There is no way to sit down and just think of them at one sitting – it is an ongoing process. As we interact with people, certain previously mentioned characteristics will stand out. The CED, agents and other ALS members need to be constantly aware of the process and identify these individuals as their paths cross; Look for those that are going through changes where serving would help, such as new job, just retired, children reaching certain age, new to community, etc.; Know what's going on in the county and always look for potential members; Know your community...it would be difficult to recruit advisory leaders if you did not get out and know and understand your community and its leaders; Identify people who others respect 1 2 3 4 5

Do you consider that the title "Look for Strong Leaders with Desirable Skills for Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

7. Look for Those That are Connected to Extension (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Recruit from those attending Extension activities since they already have an interest in what Extension is doing; My recruits have been people that have been involved at some level with CES. It would be difficult to recruit someone that knows nothing about CES or has no direct interest in CES; Recruit from people that attend and support Extension programs; Program supporters; Past satisfied clients; Common-ground: They must have an interest in Cooperative Extension; Invested: Must have been part of programs we implement from the grassroots to the reporting; Participants in Extension programs; Use people affected by your programming efforts; Give participants opportunity to become more involved in program delivery, which will increase interest; Extension participation in their program/activities; The best way to recruit those who are involved in programs to serve on specialized committees and then advance successful committee members to the advisory council.

1 2 3 4 5

Do you consider that the title "Look for Those That are Connected to Extension" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

8. Provide Meaningful Opportunities (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Provide meaningful tasks for candidates; Quality meetings

1 2 3 4 5

Do you consider that the title "Provide Meaningful Opportunities" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

9. Recruit from Partner Agencies, Businesses, etc. (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Contact churches for recommendations

1 2 3 4 5

Do you consider that the title "Recruit from Partner Agencies, Businesses, etc." captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

10. Seek Diverse Membership (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Seek those which comprise the demographics of the county program

1 2 3 4 5

Do you consider that the title "Seek Diverse Membership" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

11. Use Personal Contacts, Letters and the Internet to Recruit Prospective Volunteers (What are the best ways to recruit effective Advisory Leaders for Cooperative Extension)?

Relationship with individual; Target individuals you have a personal connection; Relationships within working area (people already involved in other leadership groups); Solicit someone well connected to the person to be involved in the recruitment; After they have been identified and agreement has been made by the ALS that an individual should be asked, whomever is closest to this person should bring it up to them and then the formal request made by the CED; Ask them; Ask them again; Ask directly; Write an initial letter of invitation and then follow up with a personal phone call; Face to face conversation (3); One on one contact; Direct personal contact; I recruit one-on-one; Request for volunteers (this is not my choice and I would probably not resort to this) through newsletters, media; Effective marketing materials

1 2 3 4 5

Do you consider that the title "Use Personal Contacts, Letters and the Internet to Recruit Prospective Volunteers" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

12. You have had the opportunity to review the 11 categories for the question "What are the best ways to recruit effective Advisory Leaders for Cooperative Extension?" If you feel that there is additional information, please provide that information in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

Part 4: Retention

What are the best ways to retain effective Advisory Leaders for Cooperative Extension?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Appreciate and Recognize Volunteer Service (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Recognize them for their accomplishments; Provide recognition; Give recognition, thanks; Recognize them for their time and service; Provide recognition to them in their roles; Reward them; Value their input and ideas; Show and demonstrate that you value them; Make them feel valued; Make sure they see themselves as playing a vital role in Extension; Advisory member should feel that they have a valuable role; Let them see that they are contributing to Extension programs; Try to make them feel that their role and input are valued; Make them feel that their contributions are meaningful to the program; Make them feel appreciated; Show them appreciation when they fulfill responsibilities; Feel appreciated; Sincere thanks/appreciation

1 2 3 4 5

Do you consider that the title "Appreciate and Recognize Volunteer Service" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Be Personable (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Be personable

1 2 3 4 5

Do you consider that the title "Be Personable" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

3. Connect Volunteers to Key Leaders (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Use them for strategic positioning with local officials; Introduce them to local, district and state partners

1 2 3 4 5

Do you consider that the title "Connect Volunteers to Key Leaders" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

4. Provide Meaningful Engagement Opportunities for Volunteer Service (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Meaningful roles; Give meaningful tasks; Make them feel as though they are making a difference; Have meaningful projects; Meaningful participation; Give them tangible things to work on; Give them something to do and they can see results; Provide purpose; Have a "job" for them to do; Keep them involved (2); Keep them involved in programs; Involve them in your programs; Involvement; Involve members in some programming aspect – use as judges for 4-H, help with registration, request help with fundraising efforts or grant writing, Assign committees that help with marketing or other focus; Keep them involved in projects that have identifiable outcomes reaching goals along the way; Involvement in implementing programs; Involve them in program activities; Involve them in programs in which they have an interest; Give them responsibilities; Give them a job, let them help; Have them help identify focus areas for Extension programming efforts; Keep them active; Utilize them, do not just have them attend meetings, involve them; Our members are involved at a variety of levels – sometimes they are deciding scholarships dollar amounts for 4-H activities, allowing on-farm test plots on their farms, judging a variety of events, etc.; Keep them busy; Seek their advice; Solicit their input in programming; Ask them questions and let them help determine priorities and direction of program; Involvement of diverse membership

1 2 3 4 5

Do you consider that the title "Provide Meaningful Engagement Opportunities for Volunteer Service" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Provide Regular Communication to Keep Volunteers Informed (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Keep them in the loop; Good communications; Keep them informed; Keep them aware of Extension programs and impacts; Keep them updated on Extension programming efforts and results; Keep members informed; Communication (2); Communication – good and often; Communicate regularly; Be open and honest

1 2 3 4 5

Do you consider that the title "Provide Regular Communication to Keep Volunteers Informed" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

6. Respect Volunteer Time and Inputs (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Listen to their input; Listen to them; Listen to their thoughts, ideas, questions; Follow through with their suggestions; Utilize their input in programming; Respect their input; Respect their views and opinions; Do not be unreasonably demanding of their time; This is sometimes difficult – respect their time; Service time should be limited to some degree using a rotational schedule.; Make meetings as short as possible and during a time that does not conflict their schedule as much. We do lunch during the week since most of our folks work; Meetings should occur on a regular schedule; Change meeting format to allow those that have hectic schedules to participate in the business part, phone conference, Elluminate, etc; Feed them (2); Have efficient and informative meetings; Organized agendas; Follow up on agenda items; Don't meet just to say you have a meeting

1 2 3 4 5

Do you consider that the title "Respect Volunteer Time and Inputs" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

7. Sharing Responsibilities and Giving Ownership for Volunteer Contribution (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Give leadership roles; Allow them to take ownership in their role; Provide opportunities for members to feel ownership of program efforts; Help them find ownership; Share responsibilities

1 2 3 4 5

Do you consider that the title "Sharing Responsibilities and Giving Ownership for Volunteer Contribution" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

8. Stay in Contact (What are the best ways to retain effective Advisory Leaders for Cooperative Extension)?

Participate in activities outside of Extension they are involved in; Support their fund raising activities; Must see your members (face to face) at meetings, activities and other county events throughout the year; Try to maintain contact with them during the year; Make effort to visit at least occasionally face to face

1 2 3 4 5

Do you consider that the title "Stay in Contact" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

9. You have had the opportunity to review the 8 categories for the question "What are the best ways to retain effective Advisory Leaders for Cooperative Extension?" If you feel that there is additional information, please provide that information in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

Part 5: Training

What areas of training are needed to prepare effective Advisory Leaders?

Please rate the following categories listed alphabetically:

For your convenience, I have included the question after each category in parentheses. Your compiled responses from Round 1 are in the beige section. If there is a number after a response, it means that it was listed that number of times from different respondents in Round 1.

RATING SCALE

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- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

1. Advocacy Skills (What areas of training are needed to prepare effective Advisory Leaders)?

Advocacy (2); Role and value of advocacy in Extension connections – local, state and federal; At least a basic understanding of politics in county or area they represent; How to communicate with elected officials; How to be an effective advocate for CES; Basic local/state/national politics; Training related to serving as an Extension advocate to local government, governmental representatives and other organizations; How to work effectively with the power structure; How to be effective advocates; How to effectively interface with local officials; How to effectively interface with state officials; How to effectively get the ear of CES administrators; Communication (in groups with elected officials, etc.); Who are community leaders (elected officials/influential people/etc); Understanding of legislature and how they impact Extension with various decisions made

1 2 3 4 5

Do you consider that the title "Advocacy Skills" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

2. Building Knowledge About Extension Staffing and Leadership (What areas of training are needed to prepare effective Advisory Leaders)?

Extension organizational structure; Extension's organizational structure; Structure of Extension; Local staffing structure; Knowing the staff and their particular jobs; Staff responsibilities and programs; Strengths/weaknesses of local staff; How to support your local staff (it's a 2 way street)

1 2 3 4 5

Do you consider that the title "Building Knowledge About Extension Staffing and Leadership" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

3. Extension Programming Process and Trends (What areas of training are needed to prepare effective Advisory Leaders)?

Local program focuses; Scope of Extension activities; Understanding of county, district and state programming and issues. How they relate; Information on the programs and the differences in the counties; Cooperative Extension's program components and good overview of programs being conducted in the county; Understanding of all program areas in Extension; Key local Extension programs; Info about local program (current projects/plan of work/successes/failures/staff members); Identified local needs; How they can effectively see how their area of concern fits into the whole CES picture; Program planning process; They need to understand programming and importance of impacts and accomplishments; How can ALS enhance programming during challenging/crisis management; Environmental scanning

1 2 3 4 5

Do you consider that the title "Extension Programming Process and Trends" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

4. Foundation of Cooperative Extension Service (What areas of training are needed to prepare effective Advisory Leaders)?

Good understanding of NCSU and NC A & T State University; Understanding of University; The assets the University provides through specialists and departments; History of land grants and CES; History of Extension including county reference

1 2 3 4 5

Do you consider that the title "Foundation of Cooperative Extension Service" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

5. Leadership and Team Skills (What areas of training are needed to prepare effective Advisory Leaders)?

Consensus building skills; Training to increase or improve their group dynamics skills; Group dynamics – how groups work together; How change happens – the process; It needs to be simple, brief and to the point. Beyond the basics, the CED and agents should be able to guide volunteers through group process activities; Short (20 – 40 minute) workshops on how to be a better leader or ways to market Cooperative Extension as a volunteer

1 2 3 4 5

Do you consider that the title "Leadership and Team Skills" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

6. Marketing Strategies (What areas of training are needed to prepare effective Advisory Leaders)?

Short (20 – 40 minute) workshops on how to market Cooperative Extension as a volunteer; How to communicate with media

1 2 3 4 5

Do you consider that the title "Marketing Strategies" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study – Round 2 – County Extension Directors

7. Mission, Vision and Current Situation of Extension Programming (What areas of training are needed to prepare effective Advisory Leaders)?

Mission and vision of Extension; Mission and Vision of CES; Purpose and mission; Understanding goals and mission of all Extension and not just one area; What is NCCE? (History, mission, vision, etc.); Overview of Extension; Who is CES and what do we do also needs to know and understand what we can't do and what we do not have resources to do; How Extension functions at the county level; An understanding of Extension and how our system works; Good orientation of what Extension is and does; Role of the agent and CED; They need a solid base of training on what exactly CE is; Overview of local Extension; Basics of CES, mission, goals, history, partnerships, etc.; Organizational funding; Understanding of basic county (state) budget process as related to CES

1 2 3 4 5

Do you consider that the title "Mission, Vision and Current Situation of Extension Programming" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

8. Orientation for Volunteer Leadership and Role Clarification (What areas of training are needed to prepare effective Advisory Leaders)?

Basic training that : identifies exactly what the ALS is; How ALS relates to and interacts with the overall; Cooperative Extension program; How the county advisory system relates to the state advisory council; How ALS fits with Extension at all levels; Understanding the purpose of the advisory system; Purpose of ALS, what it is/isn't; Basic training model for new advisory members...it might already exist. If so, this would be good information to be presented at a district CED meeting; Board of directors versus advisory leadership system; Expectations for volunteers that agree to serve; Roles of advisory leaders (2); Real life job descriptions – roles for leaders; What an advisor does and does not do; They need a solid base on what their role is as an ALS member; Outline role - brief but comprehensive overview; Roles of advisory members; The most important skills they bring to the table are the ones they already have. Their character, knowledge of the county, etc.; Opportunities for volunteering with NCCE

1 2 3 4 5

Do you consider that the title "Orientation for Volunteer Leadership and Role Clarification" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

9. Public Speaking (What areas of training are needed to prepare effective Advisory Leaders)?

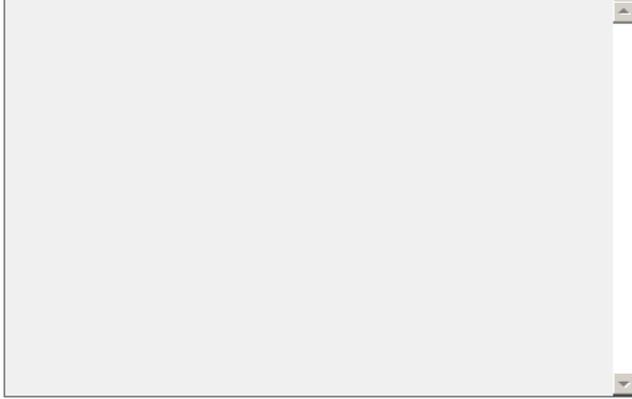
Public Speaking

1 2 3 4 5

Do you consider that the title "Public Speaking" captures the overall meaning of the items listed above? If not, please write the most appropriate title in the box below.

Advisory Leadership Study - Round 2 - County Extension Directors

10. You have had the opportunity to review the 9 categories for the question "What areas of training are needed to prepare effective Advisory Leaders?" If you feel that there is additional information, please provide that information in the box below.



Advisory Leadership Study - Round 2 - County Extension Directors

1. Name:

Appendix K

Round Three – Advisory Leadership Study – State Advisory Council Members

From: "Joy Staton" <joy_staton@ncsu.edu>
Date: 5/2/2010 3:36 PM
Subject: Round 3 - Advisory Leadership Study
CC: "David Jenkins" <david_jenkins@ncsu.edu>, "Jay Jayaratne" <jay_jayaratne@ncsu.edu>, "Jim Flowers" <jim_flowers@ncsu.edu>, "Joy Staton" <Joy_Staton@ncsu.edu>, "Mark Kistler" <mark_kistler@ncsu.edu>
Attachments: Round 3 SAC MembersA.doc

Dear State Advisory Council Members,

Thank-you for your responses to Round 2 for my study titled "Characteristics and Motivational Factors of Effective Extension Advisory Leaders." Round 3 of the survey is attached.

In Round Three, I need you to review all answer categories for each of the questions and **rank** them in relative order of importance. Please save a copy of your completed Round 3 and send back to me as an attachment.

Please complete this survey by May 17, 2010.

Your participation in this study is greatly appreciated. I look forward to the results of the study and I believe it will be of great value to building stronger advisory leadership systems.

Thanks!

Joy Staton

Joy S. Staton
Advisory System Leader
North Carolina Cooperative Extension
828 674-9824
Joy_Staton@ncsu.edu

Round 3

State Advisory Council Members

State Advisory Council Members:

Thank you for your participation in Rounds One and Two as an expert panel member!

Welcome to Round Three of my study "Characteristics and Motivational Factors of Effective Advisory Leaders." In Round One, you were asked to give all possible answers to four questions regarding volunteerism. In Round Two, you rated the importance of each answer category on the following scale:

1 = Not Important

2 = Somewhat Important

3 = Important

4 = Very Important

5 = Extremely Important

I analyzed your rating and listed each answer category based on the mean value of the rating. The highest mean rating answer category has been listed first and the subsequent listings are based on descending order of mean rating.

In Round Three, I need you to review all answer categories for each of the questions and **rank** them in relative order of importance. Save a copy of your completed Round 3 and send back to me as an attachment in an email.

Please complete this survey by May 17, 2010.

Thank you very much for your time and effort.

If you have questions, please call 828 674-9824 or email Joy_Staton@ncsu.edu

Joy Staton

Question 1: Why do you volunteer for North Carolina Cooperative Extension? *Please rank each item category with 1 being most important and 9 being least important reasons for volunteering. Each number can only be used once.*

Category	Rank
Desire to Serve Others and Improve the Community	
Desire for and Value of Meaningful Service	
Positive Attitudes and Interests About Extension	
Give Back to Society through NCCE Volunteerism	
Opportunities to Learn	
Prior Positive Experience with Cooperative Extension	
Desire to Meet and Work with People	
Maximizing Volunteer Talents and Skills	
Positive Working Environment for Volunteers	

Question 1: Why do you volunteer for North Carolina Cooperative Extension?

If you have any other answer(s) that you think we have missed, please list them below:

Question 2: What are the best ways to recruit effective Advisory Leaders for Cooperative Extension? *Please rank each item category with 1 being most important and 14 being least important reasons for recruiting effective Advisory Leaders. Each number can only be used once.*

Category	Rank
Look For Active and Committed Participants Who Understand Extension	
Provide Meaningful Opportunities	
Seek Diverse Membership	
Ask Advisory Members for Recommendations	
Look for Effective Leaders with Desirable Skills for Extension	
Communicate Rewarding Opportunities for Extension Volunteers	
Look for Those That are Connected to Extension Programs	
Market Extension Volunteer Accomplishments	
Use Personal Contacts, Letters and the Internet to Recruit Prospective Volunteers	
Recognize Volunteer Service for Recruitment of Prospective Volunteers	
Ask Key Community Leaders for Recommendations	
Ask Extension Staff for Recommendations	
Recruit from Partner Agencies, Businesses, etc.	
Provide Involvement to Attract Prospective Volunteers	

Question 2: What are the best ways to recruit effective Advisory Leaders for Cooperative Extension?

If you have any other answer(s) that you think we have missed, please list them below:

Question 3: What are the best ways to retain effective Advisory Leaders for Cooperative Extension? *Please rank each item category with 1 being most important and 10 being least important reasons for retaining effective Advisory Leaders. Each number can only be used once.*

Category	Rank
Provide Meaningful Engagement Opportunities for Volunteer Service	
Appreciate and Recognize Volunteer Service	
Provide Training Opportunities for Advisory Leaders	
Provide Collaborative and Friendly Work Environment	
Respect Volunteer Time and Inputs	
Provide Challenging Opportunities for Leadership Improvement	
Select the Right People to Serve as Volunteers	
Provide Regular Communication to Keep Volunteers Informed	
Provide Life Skill Benefits for Volunteers	
Provide Opportunities for Volunteer Recruitment	

Question 3: What are the best ways to retain effective Advisory Leaders for Cooperative Extension?

If you have any other answer(s) that you think we have missed, please list them below:

Question 4: What areas of training are needed to prepare effective Advisory Leaders? *Please rank each item category with 1 being most important and 13 being least important areas of training needed to prepare effective Advisory Leaders. Each number can only be used once.*

Category	Rank
Advocacy Skills	
Building Knowledge About Extension Staffing and Leadership	
Mission, Vision and Scope of Extension Programming	
Understanding the Role of Volunteer Leaders	
Leadership and Team Skills	
Build Beyond Current Training	
Foundation of Cooperative Extension	
Extension Programming Process and Trends	
How to Develop and Deliver Training	
Marketing Strategies	
Effective Communication	
Conducting Effective Meetings and Parliamentary Procedure	
Understanding Population Demographics and Trends	

Question 4: What areas of training are needed to prepare effective Advisory Leaders?

If you have any other answer(s) that you think we have missed, please list them below:

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Appendix L

Round Three – Advisory Leadership Study – County Extension Directors

From: "Joy Staton" <joy_staton@ncsu.edu>
Date: 5/2/2010 3:09 PM
Subject: Round 3 - Advisory Leadership Study
CC: "David Jenkins" <david_jenkins@ncsu.edu>, "Jay Jayaratne" <jay_jayaratne@ncsu.edu>, "Jim Flowers" <jim_flowers@ncsu.edu>, "Joy Staton" <Joy_Staton@ncsu.edu>, "Mark Kistler" <mark_kistler@ncsu.edu>
Attachments: Round 3 CED'sA.doc

Dear County Extension Directors,

Thank-you for your responses to Round 2 for my study titled "Characteristics and Motivational Factors of Effective Extension Advisory Leaders." Round 3 of the survey is attached.

In Round Three, I need you to review all answer categories for each of the questions and **rank** them in relative order of importance. Please save a copy of your completed Round 3 and send back to me as an attachment.

Please complete this survey by May 17, 2010.

Your participation in this study is greatly appreciated. I look forward to the results of the study and I believe it will be of great value to building stronger advisory leadership systems.

Thanks!

Joy Staton

Joy S. Staton
Advisory System Leader
North Carolina Cooperative Extension
828 674-9824
Joy_Staton@ncsu.edu

Round 3

County Extension Directors

County Extension Directors:

Thank you for your participation in Rounds One and Two as an expert panel member!

Welcome to Round Three of my study "Characteristics and Motivational Factors of Effective Advisory Leaders." In Round One, you were asked to give all possible answers to five questions regarding volunteerism. In Round Two, you rated the importance of each answer category on the following scale:

1 = Not Important

2 = Somewhat Important

3 = Important

4 = Very Important

5 = Extremely Important

I analyzed your rating and listed each answer category based on the mean value of the rating. The highest mean rating answer category has been listed first and the subsequent listings are based on descending order of mean rating.

In Round Three, I need you to review all answer categories for each of the questions and **rank** them in relative order of importance. Save a copy of your completed Round 3 and send back to me as an attachment in an email.

Please complete this survey by May 17, 2010.

Thank you very much for your time and effort.

If you have questions, please call 828 674-9824 or email Joy_Staton@ncsu.edu

Joy Staton

Question 1: What are the characteristics of effective Advisory Leaders? *Please rank each item category with 1 being most important and 20 being least important characteristic of effective Advisory Leaders. Each number can only be used once.*

Category	Rank
Honest and Trustworthy	
Committed, Dependable and Dedicated	
Involved, Respected and Connected in the Community	
Good Communication and Willing to Speak Up	
Actively Involved in Cooperative Extension	
Passionate About Cooperative Extension	
Knowledgeable About Cooperative Extension	
Respectful and Open Minded	
Community Oriented	
Understand Advisory Role	
Visionary	
Extension Participant	
Leader	
Compassionate and Understanding	
Collaborative	
Embrace Diversity	
Charitable	
Creative	
Outgoing	
Motivated	

Question 1: What are the characteristics of effective Advisory Leaders?

If you have any other answer(s) that you think have been missed, please list them below:

Question 2: What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension? *Please rank each item category with 1 being most important and 9 being least important motivational factor that cause individuals to be effective volunteers. Each number can only be used once.*

Category	Rank
Positive Attitudes and Interests About Extension	
Desire to Serve Others and Improve the Community	
Interested in Self and Others Benefiting from Extension	
Desire for Meaningful Service	
Prior Positive Experience with Cooperative Extension	
Give Back to Society	
Opportunities to Learn	
Desire to Meet and Work with People	
Recognition and Benefits	

Question 2: What are the motivational factors that cause individuals to be effective volunteers for Cooperative Extension?

If you have any other answer(s) that you think have been missed, please list them below:

Question 3: What are the best ways to recruit effective Advisory Leaders for Cooperative Extension? *Please rank each item category with 1 being most important and 11 being least important way to recruit effective Advisory Leaders. Each number can only be used once.*

Category	Rank
Look for Strong Leaders with Desirable Skills for Extension	
Provide Meaningful Opportunities	
Ask Extension Staff for Recommendations	
Communicate Overview of Extension and Volunteer Opportunities to Prospective Volunteers	
Seek Diverse Membership	
Use Personal Contacts, Letters and the Internet to Recruit Prospective Volunteers	
Be Positive About Volunteer Role	
Ask Advisory Members for Recommendations	
Look for Those That are Connected to Extension	
Ask Key Community Leaders for Recommendations	
Recruit from Partner Agencies, Businesses, etc.	

Question 3: What are the best ways to recruit effective Advisory Leaders for Cooperative Extension?

If you have any other answer(s) that you think have been missed, please list them below:

Question 4: What are the best ways to retain effective Advisory Leaders for Cooperative Extension? *Please rank each item category with 1 being most important and 8 being least important way to retain effective Advisory Leaders. Each number can only be used once.*

Category	Rank
Respect Volunteer Time and Inputs	
Provide Regular Communication to Keep Volunteers Involved	
Provide Meaningful Engagement Opportunities for Volunteer Service	
Recognize Volunteer Service	
Be Personable	
Stay in Contact	
Connect Volunteers to Key Leaders	
Sharing Responsibilities and Giving Ownership for Volunteer Contributions	

Question 4: What are the best ways to retain effective Advisory Leaders for Cooperative Extension?

If you have any other answer(s) that you think have been missed, please list them below:

Question 5: What areas of training are needed to prepare effective Advisory Leaders? *Please rank each item category with 1 being most important and 9 being least important area of training needed to prepare effective Advisory Leaders. Each number can only be used once.*

Category	Rank
Orientation for Volunteer Leadership and Role Clarification	
Advocacy Skills	
Building Knowledge About Extension Staffing and Leadership	
Mission, Vision and Current Situation of Extension Programming	
Extension Programming Process and Trends	
Marketing Strategies	
Leadership and Team Skills	
Foundation of Cooperative Extension	
Public Speaking	

Question 5: What areas of training are needed to prepare effective Advisory Leaders?

If you have any other answer(s) that you think have been missed, please list them below:

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Appendix M

Thank-you to Expert Panel Members

October 18, 2010

Dear

Thank-you very much for your participation in the three rounds of surveys for my doctoral study: “Characteristics and Motivational Factors of Effective Extension Advisory Leaders.” Your contribution to the research will benefit Cooperative Extension Service by providing training materials for Extension staff and volunteers on identifying, motivating, recruiting, retaining and training effective advisory leaders.

I have enclosed a bookmark to express my sincere appreciation for your participation in the study. Thanks again for your commitment to this research study.

Sincerely,

Joy S. Staton