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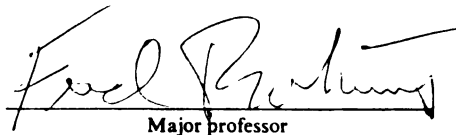
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COUNTY EXTENSION DIRECTORS AND EXTENSION AGENTS  
ON MARKETING  
MICHIGAN STATE UNIVERSITY EXTENSION

presented by

Hal Curtis Hudson

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Ph.D. degree in Agricultural and Extension  
Education

  
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**PERCEPTIONS OF  
COUNTY EXTENSION DIRECTORS AND EXTENSION AGENTS  
ON MARKETING  
MICHIGAN STATE UNIVERSITY EXTENSION**

**By**

**Hal Curtis Hudson**

**A DISSERTATION**

**Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of**

**DOCTOR OF PHILOSOPHY**

**Department of  
Agriculture and Natural Resources Education and Communication Systems**

**2002**

**ABSTRACT**

**PERCEPTIONS OF  
COUNTY EXTENSION DIRECTORS AND EXTENSION AGENTS  
ON MARKETING  
MICHIGAN STATE UNIVERSITY EXTENSION**

By

Hal Curtis Hudson

Marketing is important for for-profit as well as nonprofit organizations. Michigan State University Extension as an educational nonprofit organization has learned the importance of marketing and has embraced the concept as a major initiative.

Research has taken place on customer awareness levels of Extension at the national level as well as in some states. This study takes an inward look, by analyzing the perceptions of County Extension Directors and Extension Agents regarding their willingness, preparedness, and frequency in marketing Michigan State University Extension, to determine their level of familiarity with MSU Extension marketing reports, and to determine whether they are familiar with, prepared to use, and have used items included in the Michigan State University Extension County Marketing Packet and on the marketing web site.

This study took the form of a census survey, meaning all County Extension Directors and Extension Agents on staff with MSU Extension as of February 1, 2001 were included in the study population. A total of 336 questionnaires were received out of 368 possible for a response rate of 91.3 percent.

As an outcome of this study, the following key recommendations are brought forward for the organization's consideration as follows:

1. MSU Extension should consider implementing a train-the-trainer program for the County Extension Director position on marketing the product of MSU Extension.
2. MSU Extension should consider its pricing objectives before informed decisions may be made on choosing pricing strategies.
3. MSU Extension should consider preparing curriculum materials and providing instruction to MSU Extension Agents on segmenting and targeting audiences for educational program and information delivery.
4. MSU Extension should consider developing a public relations plan in an effort to sharpen the focus of MSU Extension Agents when it comes to promoting the organization, thereby addressing the issue of image and refining the promotion effort.
5. MSU Extension should consider developing curriculum and providing instruction on working with advisory groups to MSU Extension Agents.
6. Individual items included in the appendices of this research study should be reviewed when planning marketing instruction for MSU Extension Agent positions.
7. Marketing expectations should be included in MSU Extension Agent position descriptions and made an integral part of employee appraisal.
8. Courses should be offered at both the undergraduate and graduate levels on marketing agricultural and extension education organizations and programs to better prepare prospective as well as current MSU Extension Agents in the principles of marketing management.

## DEDICATION

This dissertation is dedicated  
to my wife, Alice Marie Hudson  
whose support, encouragement, and assistance made this work possible,  
to my daughter, Dalice Janice Hudson,  
to my son, Hal Curtis Hudson, Jr.,  
to my daughter, Lecretia Leanne Hudson,  
to my family and friends  
who supported and encouraged me along the way,  
and to Almighty God  
for giving me the perseverance, grace, and  
endurance to make it to the end.

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I would like to thank the members of my doctoral committee. Dr. Dave Krueger for his research expertise. Dr. Kirk Heinze for his expertise in communications and marketing. Dr. Cornelia Droge, for her expertise in marketing and research.

My thanks go to the MSU Extension administrative team of: Maggie Bethel, Cheri Booth, Gale Arent, Mike Kovacic, Dave Guikema, Sara Stuby, Mel Matchett, Hank Allen, and Doug Brahee. Without their support, this research project would not have been possible.

My thanks go to the County Extension Directors, Extension Agriculture and Natural Resources Agents, Extension Educators, Extension 4-H Youth Agents, Extension Community and Economic Development Agents, District Extension Agents, and Extension Children, Youth and Family Agents. Without their participation in this study, a 91.3% response rate would not have been possible.

My thanks go to my family Alice Marie Hudson, Dalice Janice Hudson, Hal Curtis Hudson, Jr., and Lecretia Leanne Hudson who have sacrificed for me to complete this dissertation. My thanks go to my parents, George and Geneva Hudson for their support and encouragement of nearly 40 years.



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## LIST OF ABBREVIATIONS

AGR	Agriculture
ALL	All Positions
ANOVA	Analysis of Variance
ANR	Extension Agriculture and Natural Resources Agent or if in reference to program assignment - Agriculture and Natural Resources
BA	Bachelor of Arts Degree
BS	Bachelor of Science Degree
CED	County Extension Director
CES	Cooperative Extension Service
CYF	Extension Children, Youth and Family Agent
DEA	District Extension Agent
EC/ED	Extension Community and/or Economic Development Agent or if in reference to program assignment - Extension Community and Economic Development
ED	Education
EE	Extension Educator, Family and Consumer Sciences
FCS	Family and Consumer Sciences
4-H	Extension 4-H Youth Agent, or if in reference to program assignment – 4-H Youth Development
IPPSR	Institute for Public Policy and Social Research
LCES	Louisiana Cooperative Extension Service
MA	Master of Arts Degree
MS	Master of Science Degree

MSU	Michigan State University
MSUE	Michigan State University Extension
N	Number
NR	Natural Resources or Biology
PHD	Doctorate Degree
S.D.	Standard Deviation
sig.	Level of Significance
SS	Social Science
$\bar{X}$	Mean

# **CHAPTER I**

## **INTRODUCTION**

This research study focuses on perceptions of County Extension Directors and Extension Agents on marketing Michigan State University Extension (MSUE). A number of market research studies have analyzed customer perceptions of Extension. In conducting the literature review, it was determined a huge void exists relative to research focusing on County Extension Directors and Extension Agents and their skills in marketing Extension.

Therefore, the need for such a study became apparent, especially with MSUE's emphasis on marketing. To appropriately introduce the study, it is important consideration be given to the following topics: Extension history, Extension in Michigan, reputation (image) deficit, marketing is key, statement of the problem, purpose of the study, research objectives, limitations of the study, assumptions, importance of the study, and definition of terms. Hereafter, the term MSU Extension Agents will be used to describe County Extension Directors and Extension Agents as a collective group.

### **Extension History**

The Smith-Lever Act of 1914, and the Act as amended in 1953 and 1955, provided the groundwork for the Cooperative Extension Service (Kelsey & Hearne, 1963). As stated in Kelsey & Hearne (1963), the amended Smith-Lever Act provides that:

In order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same, there may be continued or inaugurated



in connection with the college or colleges in each State, Territory, or possession, now receiving, or which may hereafter receive, the benefits of the Morrill land grant college act of 1862 and of the Morrill college endowment act of 1890, agricultural extension work which shall be carried on in cooperation with the United States Department of Agriculture....

Cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise, and for the necessary printing and distribution of information in connection with the foregoing; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this Act. (p. 31)

As a land grant college, Michigan State University (MSU) is charged with the responsibility for Extension work in Michigan. “Extension programs in Michigan are conducted cooperatively by the U.S. Department of Agriculture, Michigan State University and county governments, and financed by federal, state and county funds” (Michigan State University Extension, (n.d.a), p. 1). This unique cooperative funding arrangement provides for legal authorization at all three levels of government.

L. R. Harvey, Professor & Extension Specialist at MSU (personal communication, September 30, 1994), provided a memorandum to County Extension Directors describing the legal basis of MSU Extension as follows:

### *Federal Authorization*

The Smith-Lever Act signed into law by President Woodrow Wilson May 8, 1914, Public Law 372, 1914. Established the federal, state and county partnerships for cooperative financing.

### *State Authorization*

The Michigan Legislature passed P.A. 65, 1915 to accept the benefits of the Federal Smith-Lever Act effective April 21, 1915. Seven additions and amendments have been made to the legislation.

### *County Authorization*

The Michigan Legislature enacted P.A. 3, 1912 which authorized the county board of supervisors to appropriate funds and levy taxes to further teaching and demonstration in Extension work.

P.A. 197, 1956 empowered townships to cooperate with MSU and enter into agreements to approximate money or levy taxes to support intensive township programs through CES.

As can be seen from the federal, state, and county authorizations, MSU Extension has a firm legislative foundation dating back to 1912.

### **Extension in Michigan**

“The closest link between MSU Extension and the people of Michigan is the county Extension office. In each of Michigan’s 83 counties, a county Extension director is in charge of the office and its programs” (Michigan State University Extension, (n.d.a), p. 2). In the counties, one or more MSU Extension Agents conduct programs in the areas of: agriculture and natural resources; children, youth and families; and community and

economic development (Michigan State University Extension, (n.d.a)). MSU Extension Agent positions carry the titles of: County Extension Director (CED), Extension Agriculture and Natural Resources Agent (ANR), Extension Community and/or Economic Development Agent (ECED), Extension 4-H Youth Agent (4-H), Extension Educator for Family and Consumer Sciences (EE), Extension Children, Youth, and Family Agent (CYF), and District Extension Agent (DEA).

“Michigan State University Extension helps people improve their lives through an educational process that applies knowledge to critical issues, needs and opportunities” (Michigan State University Extension, (n.d.b), p. 2). This is the mission statement of MSUE. For MSUE to carry out its mission, marketing is required. “A successful marketing effort ensures that everything about the organization – its programs, employees, volunteers, facilities, and actions – communicates a *uniform and consistently positive message*” (Foerster, Kovacic, & Moore, 2000, p. 1).

### **Reputation (Image) Deficit**

John Paluszek, CEO of Ketchum Public Relations of New York City, describes Extension as having a reputation (image) deficit (King, 1993). “According to Paluszek, reputation is sound performance well communicated to, and appreciated by, influential audiences” (King, 1993, p. 1). “Extension is perceived to be better at carrying out effective programs than at communicating that fact to our “customers” and decision makers. We’ve emphasized the development and implementation of effective, quality educational programs rather than telling our story” (Warner, 1993a, p. 1).

## **Marketing Is Key**

To help Extension tell its story in a consistent and positive manner, now is an appropriate time to focus on marketing MSUE. “Applying marketing principles, which have been used by competitive, profit-motivated corporations to a nonprofit organization is a growing trend” (Topor, 1983, p. 4). Nonprofit organizations, such as MSUE, may stand to benefit by applying the principles of marketing. A definition of nonprofit organization marketing according to Kotler (1982) follows:

Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization’s offering in terms of the target markets’ needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets. (p. 6)

Marketing “is both an introspective (self-analysis) and an external (client-related) process. Marketing helps bridge the gap between educational provider (Cooperative Extension) and its client” (Topor, 1983, p. 4). Up to now, research has focused on customer (client) perceptions of Extension. This research study takes an important step toward addressing Extension’s reputation (image) deficit by taking an introspective look at perceptions of MSU Extension Agents on marketing MSUE.

## **Statement of the Problem**

MSUE specializes in delivering non-formal, research-based, objective, educational programs and information to the citizens of Michigan. Previous market research studies have focused on public perceptions of Extension. Based on a thorough

literature review, it has been determined research studies do not exist focusing on perceptions of Extension Agents on marketing Extension.

There is a need to study perceptions of MSU Extension Agents regarding their willingness, preparedness, and frequency in marketing MSUE, to determine their level of familiarity with MSUE marketing reports, and to determine whether they are familiar with, prepared to use, and have used items included in the MSUE county marketing packet and on the MSUE marketing web site.

### **Purpose of the Study**

The purpose of this study is to analyze perceptions of MSU Extension Agents regarding their willingness, preparedness, and frequency in marketing MSUE, to determine their level of familiarity with MSUE marketing reports, and to determine whether they are familiar with, prepared to use, and have used items included in the *Michigan State University Extension County Marketing Packet* (2000) and on the MSUE marketing web site (Marketing, 2000).

### **Research Objectives**

Research objectives for this study are:

1. To identify and describe perceptions of MSU Extension Agents by position held in organization regarding skills considered important relative to their willingness, preparedness, and frequency in marketing MSUE educational programs and information to customers.
2. To identify and describe perceptions of MSU Extension Agents by position held in organization regarding skills considered important relative to their willingness,

preparedness, and frequency in pricing MSUE educational programs and information to customers.

3. To identify and describe perceptions of MSU Extension Agents by position held in organization regarding skills considered important relative to their willingness, preparedness, and frequency in placing and targeting MSUE educational programs and information to customers.
4. To identify and describe perceptions of MSU Extension Agents by position held in organization regarding skills considered important relative to their willingness, preparedness, and frequency in managing the promotion of MSUE educational programs and information to customers.
5. To identify and describe perceptions of MSU Extension Agents by position held in organization regarding skills considered important relative to their willingness, preparedness, and frequency in managing the internal and external environment in which MSUE operates to deliver educational programs and information to customers.
6. To identify and describe perceptions of MSU Extension Agents by position held in organization regarding their familiarity with the *Michigan State University Extension Marketing Action Plan Draft October 1999* (Heinze et al., 1999) and the *Draft Citizen Awareness of Michigan State University Extension and the Michigan Agricultural Experiment Station Report to the MSU Extension Marketing Task Force October 10, 2000* (Suvedi & Probyn, 2000).
7. To identify and describe perceptions of MSU Extension Agents by position held in organization regarding their familiarity with, preparedness to use, and use of items

included in the *Michigan State University Extension County Marketing Packet* (2000).

8. To identify and describe perceptions of MSU Extension Agents by position held in organization regarding their familiarity with, preparedness to use, and use of items on the MSUE marketing web site (Marketing, 2000).
9. To describe the demographics of MSU Extension Agents utilizing the following profiles: gender, years of work experience with MSUE, major program assignment, position held in organization, geographic area of coverage of responsibilities, highest level of education attained, and major area of study completed with highest degree.
10. To analyze whether the perceptions of MSU Extension Agents identified in objectives 1 through 8 differ by position held in the organization.
11. To analyze information obtained about MSU Extension Agents in order to facilitate the design and conduct of organizational planning and in-service training for MSU Extension Agents to better market the organization to customers.

### **Limitations of the Study**

This study is subject to the following limitations:

1. Data obtained are limited to active MSU Extension Agents as of February 1, 2001.
2. Items included in the product, pricing, placing and targeting, promotion, and environment sections of the questionnaire are limited to willingness to perform, preparedness to perform, and frequency of performing skills considered important in marketing MSUE educational programs and information to customers.
3. Items included in the marketing reports section are limited to the level of familiarity of MSU Extension Agents with the reports.

4. Items included in the county marketing packet and web site sections are limited to familiarity with, preparedness to use, and use of the items by MSU Extension Agents.
5. Due to the author's role as researcher, the author removed himself from participation in the study.
6. This study is limited to the marketing role of MSU Extension Agents and is not directly concerned with other roles and responsibilities associated with the positions.

### **Assumptions**

This study is subject to the following assumptions:

1. MSU Extension Agents will be honest and candid in their responses to the questionnaire.
2. MSU Extension Agents come from a wide variety of backgrounds and educational preparation. Therefore, their perceptions regarding marketing MSUE may vary accordingly.

### **Importance of the Study**

This study is important for the following reasons:

1. There is a need to identify and describe perceptions of MSU Extension Agents regarding their willingness, preparedness, and frequency in marketing MSUE; to determine their level of familiarity with MSUE marketing reports; and to determine whether they are familiar with, prepared to use, and have used items included in the MSUE county marketing packet and on the MSUE marketing web site.
2. There is a need to obtain information about MSU Extension Agents and their demographic characteristics that will help in planning and implementing training to better market MSUE.



3. Michigan citizens need to be well informed about MSUE. As a result, the need for MSU Extension Agents to maintain an ongoing state of preparedness in marketing MSUE is essential.
4. Potential for improvement may exist in marketing MSUE. MSUE's ability to obtain additional resource support from key decision-makers may be enhanced.
5. It is anticipated this study will have implications in Michigan. Extension organizations in other states may wish to replicate this study.

### **Definition of Terms**

For purposes of this study, the following terms are defined for clarity and consistency:

County Extension Director (CED). A CED is charged with overall administrative responsibility for the MSUE program in their respective County (Michigan State University Extension, (n.d.a). In addition to administrative responsibilities, a CED also has responsibilities in at least one program area.

District Extension Agent (DEA). A DEA serves in a multi-county area and typically has a high level of technical specialization to perform program duties.

Environment. A term used to describe the internal/external conditions or circumstances in which an organization operates. Five components of environment include: internal, market, public, competitive, and macro-environment (Kotler, 1982).

Extension Agriculture and Natural Resources (ANR) Agent. An ANR Agent works "with customers engaged in the production, processing and distribution of agricultural products" and "those who provide farmers with goods and services" and/or has responsibilities to "plan, develop and evaluate educational programs that assist in

developing natural resources and encouraging their wise utilization” (Michigan State University Extension, (n.d.a), p. 7).

Extension Children, Youth and Family (CYF) Agent. An Extension Children, Youth and Family (CYF) Agent plans, develops, implements, and evaluates programs in youth development, parenting, foods and nutrition, health, housing, human development, and/or resource management. The position in effect is a combination of youth responsibilities and those of an Extension Educator.

Extension Community and/or Economic Development (EC/ED) Agent. Extension Community and/or Economic Development (EC/ED) Agents “plan, develop and conduct educational programs and provide technical assistance to business, government, and economic and community organizations” (Michigan State University Extension, (n.d.a), p. 8).

Extension Educator (EE). Extension Educator (EE) position responsibilities are to “plan, organize, implement and evaluate programs based on individual, family and community needs. Program emphasis is on parenting, foods and nutrition, health, housing, human development and resource management” (Michigan State University Extension, (n.d.a), p. 8).

Extension 4-H Youth Agent (4-H). “The Extension 4-H youth agent is an educator-manager. Agents are responsible for providing opportunities for young people to develop leadership potential, citizenship responsibility and productive capacity under the volunteer leadership of adults and older youths” (Michigan State University Extension, (n.d.a), p. 8).

Familiar. A term used to describe respondents acquaintance with a report or item.

**Frequency.** A term used to define how often respondents performed a particular skill within the past year.

**In-service training.** Instruction provided to MSUE personnel.

**Michigan State University Extension (MSUE).** MSUE is a non-formal educational organization supported by federal, state, and county tax dollars. MSUE serves as the non-formal educational arm of MSU and the United States Department of Agriculture (USDA) in extending knowledge to Michigan citizens. Educational programs and information are offered in three areas: agriculture and natural resources; community and economic development; and children, youth and families (Michigan State University Extension, (n.d.b)).

**MSU Extension Agents.** MSU Extension Agents is a term used to collectively describe all Agent positions including: County Extension Director (CED); Extension Agriculture and Natural Resources (ANR) Agent; Extension Community and/or Economic Development (EC/ED) Agent; Extension 4-H Youth Agent (4-H); Extension Educator (EE) for Family and Consumer Sciences; Extension Children, Youth and Family (CYF) Agent; and District Extension Agent (DEA). All Extension Agents have program responsibilities.

**Perceptions.** A term used to describe the insight of MSU Extension Agents on marketing MSUE.

**Place or Placing.** A term used to describe “the various activities the company undertakes to make the product accessible and available to target customers” (Kotler, 1997, p. 93). In this case, the company is the nonprofit organization.

Prepared. A term used to describe respondents' level of readiness to perform a particular skill or use an item.

Price. A term used to describe "the amount of money that consumers pay for the product" (Kotler, 1997, p. 93).

Product. "A product is anything that can be offered to a market to satisfy a need." (Kotler, 1982, p. 291). For Extension, "programs are products" (Topor, 1983, p. 15).

Program Area. A term used to describe one of the program areas of MSUE: agriculture and natural resources; community and economic development; or children, youth and family. The children, youth and family program area is further apportioned as follows: 4-H youth development, family and consumer sciences, and food and nutrition education programs (includes Expanded Food and Nutrition Education Program (EFNEP) and Food and Nutrition Education Program (FNP).

Promotion. A term used to describe, "all the activities the company undertakes to communicate and promote its products to the target market" (Kotler, 1997, p. 93). In this case, the company is the nonprofit organization.

Use. A term used to describe respondents' utilization of an item.

Willing. A term used to describe respondents' level of being open or agreeable to perform a particular skill.

## **Summary**

In Chapter I, the following topics were discussed in order to provide an introduction to the study: Extension history, Extension in Michigan, reputation (image) deficit, marketing is key, statement of the problem, purpose of the study, research objectives, limitations of the study, assumptions, importance of the study, and definition

of terms. Chapter II provides a literature review on market research regarding the public perception of Extension and marketing. Chapter III describes the methodology or procedures used in planning and conducting the study. Chapter IV provides a presentation of the findings, while Chapter V presents conclusions, recommendations, and implications drawn from the findings.

## **CHAPTER II**

### **REVIEW OF LITERATURE AND RESEARCH**

In conducting the review of literature and research, the need for two major underlying themes became apparent: a review of market research regarding the public perception of Extension and the core elements of marketing for a nonprofit organization as it relates to Extension. This chapter is organized to address the major themes as follows: image, public awareness of Extension, comparison of research on the public awareness of Extension, MSU Extension marketing action plan, county Extension marketing team, marketing defined, nonprofit organization marketing, product, price, place (distribution), promotion, environment, and summary.

#### **Image**

According to Warner (1993a), “Extension suffers from a reputation deficit” (p. 1). Explained another way, the reputation deficit may be described as “an image problem” (Jenkins, 1993, p. 1). The problem is not that Extension has an unfavorable image, but rather that Extension has “no image at all (or only a very weak and fuzzy one) with certain vitally important groups that will have a significant impact on their future” (Jenkins, 1993, p. 1).

According to Kotler (1997), “image is the set of beliefs, ideas, and impressions that a person holds regarding an object. People’s attitudes and actions toward an object are highly conditioned by that object’s image” (p. 607). MSUE should be interested in image as, “a successful marketing effort ensures that everything about the organization – its programs, employees, volunteers, facilities, and actions – communicates a *uniform*

*and consistently positive message*” (Foerster et al., 2000, p. 1). According to Topor (1983), Extension should be concerned about image for the following reasons:

1. We need to know how our county organization is perceived in relation to competing organizations.
2. We need to know how we are perceived by various market segments and publics.
3. We need to monitor image change over a period of time. (p. 23)

According to Topor (1983), images tend to fluctuate “because a person’s beliefs, ideas and impressions result from individual background, needs, and past experiences. Differences in these areas can result in many different images of our organization” (p. 24). According to Warner (1993b), “whether positive or negative, Extension’s image is being molded by what we do, how we act, what we say, and most importantly, by the programs we conduct” (p. 1). To measure customer perceptions of Extension, data gathering methods such as surveys, interviews, and questionnaires may be used (Topor, 1983). Four research studies regarding public awareness of Extension will be presented.

### **Public Awareness of Extension**

#### *National Studies*

Warner, Christenson, Dillman, and Salant (1996) conducted a national study in 1995 entitled *Public Perception of Extension*. The 1995 study replicated a study conducted on the same topic in 1982 by Warner and Christenson (1984) entitled *The Cooperative Extension Service: A National Assessment*. Both the 1982 and 1995 national surveys were conducted by telephone and asked the same questions in a random sample of the general public (Warner et al., 1996).

In 1982, when respondents were asked, “have you ever heard of the Cooperative Extension Service (sometimes called the Agricultural Extension Service) which is locally provided by County Extension Agents? Forty percent said they had” (Warner & Christenson, 1984, p. 48). Further questions followed concerning the program areas.

Nationally, Extension has four program area thrusts. Respondents were asked awareness questions concerning the four program areas: agriculture, 4-H, home economics, and community development. “In all cases, more people recognized the program areas than the organizational name” (Warner & Christenson, 1984, p. 48).

Percentages of awareness of the four program areas proved to be rather interesting. “A high of 77 percent had heard of the 4-H youth program, and about half recognized the other three” (Warner & Christenson, 1984, p. 48). High public awareness of the 4-H program was attributed to reaching “a larger number of persons in diverse geographical areas” and having a “short, easy to remember” name that “has not changed over time” (Warner & Christenson, 1984, p. 49). Awareness levels for the remaining program areas were as follows: agriculture at 52 percent, community development at 46 percent, and home economics at 45 percent (Warner & Christenson, 1984).

In 1995, a second national study was conducted entitled *Public Perception of Extension* using the same questions that were asked in 1982 (Warner et al., 1996). “When asked if they had ever heard of the Cooperative Extension Service, 45% said they had” (Warner et al, 1996, p. 2). Respondents were asked questions concerning the program areas with awareness levels as follows: 4-H at 69 percent, home economics at 51 percent, agriculture at 50 percent, and community development at 38 percent (Warner et al., 1996).



A number of conclusions were drawn from the national studies. “As was found in 1982, Extension continues to have a fragmented image. Three out of four program areas have greater visibility than does the organization itself” (Warner et al., 1996, p. 5). From a marketing perspective, if Extension is going to overcome its fragmented image, it “must do a better job of building the linkages between the program identities and the overall organization” (Warner et al., 1996, p. 5).

#### *Louisiana Cooperative Extension Service Study*

Verma and Burns (1995) conducted a study in 1994 entitled *Marketing Extension in Louisiana: Image and Opportunity*. Warner and Christenson’s (1984), *the Cooperative Extension Service: A National Assessment* “was used to guide LCES’ survey design and compare results. The survey was intended to determine public awareness, user satisfaction, and potential usefulness of Extension and Extension programs, and to compare rural and urban audiences on these factors” (Verma & Burns, 1995, p. 2).

Twelve rural parishes (counties) and four urban parishes were selected for the study (Verma & Burns, 1995). Results of the study follow: 40.6 percent were aware of Extension, 49.6 percent were aware of the 4-H youth program, 27.2 percent were aware of the agriculture program, 19.8 percent were aware of the community development program, 18.8 percent were aware of the home economics program, and 12.3 percent were aware of the leadership development program (Verma & Burns, 1995). A major conclusion drawn from the study was that “the general public is somewhat aware of Extension” (Verma & Burns, 1995, p. 4).

Verma and Burns (1995) found that “public awareness of both LCES and its programs was about one-half that found in the 1984 national study by Warner and Christenson.” (pp. 4-5). Verma and Burns (1995) further describe, “this awareness deficit implies that LCES needs to develop a marketing strategy to increase its visibility among the general public and, particularly, those groups targeted by Extension’s mission statement, its work, or its specific programs” (p. 5).

#### *Michigan State University Extension Study*

In Michigan, a telephone survey, written by Dr. Murari Suvedi and the staff of the MSU Center for Evaluative Studies and conducted in 2000 by the MSU Institute for Public Policy and Social Research (IPPSR) contacted a sample of 1,156 individuals regarding their awareness of MSU Extension and its program areas (Probyn, 2000).

Respondents were asked questions about their awareness of MSU Extension and its program areas: agriculture and natural resources, community and economic development, family strengths, and 4-H youth programs (Probyn, 2000). Results of the study follow: 51.1 percent were aware of MSU Extension, 83.1 percent were aware of the 4-H youth program, 39.8 percent were aware of the community and economic development program, 37.9 percent were aware of the agriculture and natural resources program, and 33.9 percent were aware of the family strengths program (Probyn, 2000).

One of the objectives included in the *Michigan State University Extension Marketing Action Plan* is to “build 80 percent public awareness of MSU Extension mission, goals and programs” (Kovacic, Stuever, & Heinze, 2000, p. 12). One of the conclusions of the Probyn study was, “while MSU Extension’s 51.1 percent awareness level among Michigan residents is greater than that enjoyed by other state Extension

services, it is less than the marketing plan's targeted 80 percent awareness rate" (Probyn 2000, p. 52).

### **Comparison Of Research On Public Awareness of Extension**

For discussion purposes, the Warner, Christenson, Dillman, and Salant (1996) research and Warner and Christenson (1984) research will be referred to as the national studies. The Verma and Burns (1995) research will be referred to as the Louisiana study and the Probyn (2000) research will be referred to as the Michigan study. Table 1 shows a comparison of research on public awareness of Extension.

Table 1. Comparison of Research on Public Awareness of Extension

Items	Corresponding Statistics			
	National		Louisiana	Michigan
	1982	1995	1994	2000
Extension Awareness	40%	45%	40.6%	51.1%
4-H Program Awareness	77%	69%	49.6%	83.1%
Agriculture Program Awareness	52%	50%	27.2%	37.9%
Home Economics Program Awareness	45%	51%	18.8%	33.9%
Community Development Program Awareness	46%	38%	19.8%	39.8%
Leadership Development Program Awareness	----	----	12.3%	----

All four studies were conducted by telephone. While there are demographic differences among the data presented in Table 1, one point is evident in that there appears to be much room for improvement relative to marketing Extension. Having considered the public awareness of Extension, outcomes of the MSU Extension Marketing Action Plan will be discussed.

### **MSU Extension Marketing Action Plan**

As a part of the *Michigan State University Extension Marketing Action Plan* (Kovacic et al., 2000) a positioning statement and six marketing objectives were prepared. The positioning statement is as follows: "MSU Extension is positioned as a

statewide information and education delivery network applying university-level, research-based knowledge to locally identified critical issues” (Foerster et al., 2000, p. 1).

Foerster et al. (2000) further states the marketing objectives established for MSU Extension are as follows:

1. Codify, communicate, and deliver the MSU Extension experience.
2. Achieve 100 percent legislative awareness and 60 percent legislative support.
3. Build 80 percent public awareness of the MSU Extension mission, goals, and programs.
4. Develop evaluation plans to quantify the impact of major MSU Extension programs.
5. Link all MSU Extension programs to application-based research.
6. Implement a market demand system for new MSU Extension program development. (p. 1)

In order to actuate the marketing objectives, it is important that the concept of the county Extension marketing team be discussed.

### **County Extension Marketing Team**

“A widely accepted definition of the term manager is *someone who works with and through others to accomplish organizational goals*” (Wilson, 1976, p. 25). For MSUE at the county level, the lead manager or administrator is the County Extension Director (CED).

In this role, the CED:

1. Maintains relationships with the county board of commissioners, the general public, and various organizations and groups.

2. Obtains and administers local financial support for MSU Extension programs and activities in the county.
3. Provides administrative leadership to the professional staff members, program assistants and clerical staff members serving the county. (Michigan State University Extension, (n.d.a), p. 9)

As can be seen from the responsibilities of a CED, the need for marketing is important. According to M. R. Kovacic, Interim Marketing Director for MSU Extension (personal communication, November 7, 2000), the CED should view oneself as the overall marketing director for MSU Extension in their respective county. The CED provides overall supervision for marketing activities taking place within the county respective to marketing MSU Extension as well as each program area. Utilizing a team management approach, the CED should work closely with Extension Agents, Program Associates, and administrative/clerical staff, County Extension Council, and Extension volunteers to develop, implement, and evaluate marketing efforts for MSU Extension and each of the program areas in the county. Collectively speaking, all staff, including the CED, Extension Agents, Program Associates, and administrative/clerical staff should compose the county Extension marketing team.

An organizational view of marketing has been presented. It is now important to present the following components of marketing: marketing defined, nonprofit organization marketing, product, price, place (distribution), promotion, and environment.

### **Marketing Defined**

Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of

values with target markets for the purpose of achieving organizational objectives.

It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets. (Kotler, 1982, p. 6)

Kotler (1982) further outlines seven key concepts concerning the above definition:

1. Marketing is defined as a managerial process involving analysis, planning, implementation, and control.
2. Marketing manifests itself in carefully formulated programs, not just random actions to achieve desired responses.
3. Marketing seeks to bring about voluntary exchanges of values.
4. Marketing means the selection of target markets rather than a quixotic attempt to serve every market and be all things to all men.
5. The purpose of marketing is to help organizations ensure survival and continued health through serving their markets more effectively.
6. Marketing relies on designing the organization's offering in terms of the target market's needs and desires rather than in terms of the seller's personal tastes.
7. Marketing utilizes and blends a set of tools called the *marketing mix*—product design, pricing, communication, and distribution. (pp. 6-8)

“Organizations typically become aware of marketing when their market undergoes a change” (Kotler, 1982, p. 8). Kotler (1982) further states, “organizations that enjoy a sellers' market, one marked by an abundance of customers, tend to ignore or avoid marketing” (p. 8). Historically, MSU Extension has had an abundance of

customers, yet it is challenged by scarcity of resources. As will be discussed, MSUE is confronted by characteristics affecting nonprofit organizations when it comes to marketing.

### **Nonprofit Organization Marketing**

According to Kotler (1982), nonprofit organizations with a large number of customers usually pay little if any attention to marketing. Kotler (1982) further describes that as resources “get scarce or harder to attract, the organization gets concerned” (p. 8). MSU Extension has historically had an abundance of customers, yet it is challenged by resource limitations. Scarcity of resources may be attributed to the fact that MSU Extension is cooperatively funded by tax dollars from the federal government, state legislature, and county boards of commissioners.

“Most nonprofit organizations have found that they can adopt marketing principles without affecting the basic organizational mission. In fact, in many cases, an organization’s basic mission becomes more precise when marketing principles are adapted.” (Topor, 1983, pp. 4-5).

According to Weinberg and Lovelock (as cited in Kotler, 1982), there are four distinctive characteristics of nonprofit organizations when it comes to marketing: multiple publics, multiple objectives, services rather than physical goods, and public scrutiny. As a nonprofit educational tax-supported organization, MSUE is affected by all four of these characteristics.

According to Weinberg and Lovelock (as cited in Kotler, 1982), “nonprofit organizations normally have at least two major publics to work with from a marketing point of view: their clients and their funders” (p. 9). MSUE’s multiple publics are its

customers and funding sources. The customers are provided with educational information and programming. The funding sources are tax dollars provided through the federal government, state legislature, and county boards of commissioners. According to Weinberg and Lovelock (as cited in Kotler, 1982), serving the customer base presents a problem of “resource allocation,” while attracting funding sources poses a problem of “resource attraction” (p. 9). For MSU Extension, a great deal of pressure may exist if the demand for services (education) is high and the supply of resources (funds) to provide education is low.

Weinberg and Lovelock (as cited in Kotler, 1982), state that “nonprofit organizations tend to pursue several important objectives simultaneously rather than only one, such as profits. As a result, it is more difficult to formulate strategies that will satisfy all the objectives” (p. 9). MSUE pursues multiple objectives as it has three distinct program areas (agriculture and natural resources; community and economic development; and children, youth and families) with each having its own objectives. MSU Extension Agents working in each program area actively carry out the mission of the program area as well as the overall mission of MSUE. Each MSU Extension Agent prepares key initiatives to accomplish objectives in their respective program area as well as for the overall organization.

According to Weinberg and Lovelock (as cited in Kotler, 1982), “most nonprofit organizations are engaged in the production of services rather than goods. Services have the characteristics of being intangible, inseparable, variable, and perishable” (p. 9). In MSUE’s case, the services provided are in the form of education and information.



Measuring results of education tend to be harder to quantify than measuring the shipment of physical goods.

Weinberg and Lovelock (as cited in Kotler, 1982) state, “nonprofit organizations are usually subject to close public scrutiny because they provide needed public services, are subsidized, are tax-exempt, and in many cases are mandated into existence” (p. 9). MSU Extension is under close public scrutiny as it provides a public service (education and information) and is tax-exempt as a nonprofit organization. Since its inception in 1914, Extension has always been subject to political pressure as a public organization. Having discussed the characteristics of nonprofit organization marketing and how they relate to MSUE, it is only fitting to proceed to the product of Extension.

## **Product**

### *Product (Program) Mix*

According to Kotler and Andreasen (1996), “a product is anything that can be offered in tangible form to a market to satisfy a need” (p. 371). Topor (1983) describes Extension programs as products. Further, Kotler and Andreasen (1996) state, “a product mix is the set of all product lines and items that a particular organization makes available to consumers” (p. 371). According to Topor (1983), the product mix is the set of all programs offered by a county Extension office at any one time. Simply stated, MSUE’s product mix is in providing information and offering educational programs and information in three areas: agriculture and natural resources; community and economic development; and children, youth and families (Michigan State University Extension, (n.d.b)). In other words, the product (program) mix refers to all programs and items

offered by MSUE in each of the three program areas. Breaking the product (program) mix down further, product lines will be considered next.

### *Product (Program) Line*

According to Kotler and Andreasen (1996), “a product line is a group of products within a product mix that are closely related, either because they function in a similar manner, are made available to the same consumers, or are marketed through the same types of outlets” (p. 371). According to Topor (1983), “a group of closely related products, functioning in a similar manner, offered to the same target audience by a county Cooperative Extension office make up a product line” (pp. 15, 18). For MSUE’s purposes, the product line may also be known as the program line. In other words, the product (program) line refers to all the programs and items offered in a single program area. The outlets where products (programs) are offered are through the county Extension offices. The product (program) lines for MSUE refers to all the programs and items offered within each distinct program area whether it be agriculture and natural resources; community and economic development; or children, youth and families.

### *Product (Program) Items*

According to Kotler and Andreasen (1996), “a product item is a distinct unit within a product line that is distinguishable by size, appearance, price, or some other attribute” (p. 371). For MSUE’s purposes, product items may also be known as program items. Product (program) items are simply all methods or items utilized in disseminating MSU Extension educational information. There is a wide array of program items utilized by MSUE. The following presents a partial list of program items: classes, phone-in requests, walk-in requests, bulletins, videos, satellite broadcasts, workshops, conferences,

meetings, area of expertise technical information, process facilitation, network facilitation, soil recommendations, specialist support, laboratory analysis, farm visits, home visits, and computer software support.

Due to the wide array of programs and items offered, it is important to take inventory of the program mix, lines, and items offered on at least an annual, if not ongoing basis. Strategic planning is important to position programs at the county level.

### *Strategic Planning*

“Strategic planning is the managerial process of developing and maintaining a strategic fit between the organization’s goals and resources and its changing marketing opportunities” (Kotler, 1982, p. 83). Market evolution and strategic fit are two principles organizations need to consider.

### *Strategic Window of Opportunity*

According to Kotler (1982):

Management has to pay attention to *market evolution* and *strategic fit*. All markets undergo evolutionary development marked by changing customer needs, technologies, competitors, channels, and laws. According to Abell (as cited in Kotler, 1982), the organization should be looking out of a *strategic window* watching these changes and assessing the requirements for continued success in each market. Kotler (1982) further states, there is only a limited period when the fit between the requirements of a particular market and the organization’s competencies is at an optimum. At these times the strategic window is open, and the organization should be investing in this market. In some subsequent period the organization will find that the evolutionary path of this market is such that it

can no longer be effective and efficient in serving this market. It should then consider disinvesting and shifting its resources to areas of growing opportunity.

(p. 83)

It is important MSU Extension maintain observation on the strategic window to watch for market changes and assess the requirements for continued success in each market (program area). According to Boehlje and King (1998), “Extension has done little customer and market analysis. Much Extension information is organized and packaged to reflect the disciplines or fields of faculty and specialists, rather than designed to solve the problems of customers or audiences” (p. 25).

#### *Portfolio Analysis*

According to Buford, Bedeian, and Lindner (1995), “portfolio analysis has long been used by businesses to categorize activities in terms of their rate of market growth and their market share. As with investments, sound business activities should be supported and poor business activities should be discarded” (p. 55).

As cited in Buford et al. (1995), a strategy grid may be used for positioning programs as adapted from Bruce D. Henderson, “The Product Portfolio,” the Boston Consulting Group, Inc., 1970. Schuchardt and Cunningham (as cited in Buford et al., 1995) “have applied portfolio analysis in Extension” (p.55). Portfolio analysis may be used to categorize programs into four quadrants, namely: A – “stars,” B – “fat cats,” C – “question marks,” and D – “dogs” (Schuchardt and Cunningham (as cited in Buford et al., 1995).

Specifically, Schuchardt and Cunningham (as cited in Buford et al., 1995), describe each of the quadrants for positioning programs as follows:

The “stars” have high demand and high impact and fit in Quadrant A. The “stars” deserve arduous grooming for the future. Sufficient resources should be allocated to these programs so they can grow as quickly as possible.

The “fat cats” fall in Quadrant B. These programs are making an impact, but the field shows little indication of growth in public demand. Some selective cost-cutting is in order.

Quadrant C contains the “question marks.” These programs are not making much of an impact, perhaps because of other competition, even though the topics are strong and growing. The recommendation for action is “get it together or get out.” Is it really worth the cost to improve the impact, or should Extension graciously relinquish the turf to better equipped competitors?

Finally, Quadrant D shelters the “dogs.” These are programs that are not making headway in a static or declining field. It is seldom easy to do because of traditional dedication to a specialty, but these programs should be handled with ruthless cost-cutting or shutdown. (pp. 55-57)

It is important Extension Agents take inventory, preferably on an annual basis, to determine priority areas for programming and appropriately align resources. Having discussed product in relation to strategic planning and prioritizing programs, price will be considered next.

## **Price**

In reviewing the literature on price relative to marketing, there are two major topics requiring discussion: setting the pricing objectives and choosing a pricing

strategy. It is important nonprofit organizations consider their pricing objectives before they can make informed decisions on choosing pricing strategies.

### *Pricing Objectives*

It is important nonprofit organizations make informed decisions relative to the pricing of its products or programs. According to Kotler and Andreasen (1996), there are five different types of pricing objectives from which nonprofit organizations may select to operate: surplus maximization, cost recovery, market size maximization, social equity, and market disincentivization.

### *Surplus Maximization*

Surplus maximization involves the nonprofit organization setting the price “with the objective of maximizing its receipts over its costs” (Kotler and Andreasen, 1996, p. 447). “Surplus-maximizing pricing requires the organization to estimate two functions, the response (demand) function and the cost function” (Kotler & Andreasen, 1996, p. 447). An example of surplus maximization within MSUE would be conducting a fundraising event with the 4-H youth program. For instance, a 4-H shooting sports club may decide to host a spaghetti dinner to obtain funds to purchase targets, arrows, and bows for the 4-H members to learn archery skills and adult leaders to teach the skills. In this instance, the goal of the 4-H club is to maximize receipts. Therefore, the organization must estimate how many people (demand) would attend and the necessary expenditures (costs) to host such an event. In this case, surplus maximization is the goal of the group.

### *Cost Recovery*

“Many nonprofit organizations seek a price that would help them recover a “reasonable” part of their costs” (Kotler and Andreasen, 1996, p. 449). According to Kotler and Andreasen (1996), full cost recovery is sought by some organizations and operating cost recovery is the objective of others. An example of cost recovery within MSUE would be the processing of soil samples/generation of soil test results. In this case, the goal is to recover the operating costs of shipment, processing, and postage.

### *Market Size (Usage) Maximization*

Some nonprofit organizations want to maximize the usage of their services, thereby operating on the theory that a zero price will attract the most customers (Kotler and Andreasen, 1996). “In most situations, a low price normally stimulates higher usage *and* may produce more revenue in the long run” (Kotler & Andreasen, 1996, p. 449). An example of usage maximization within MSUE would be a decision not to charge farmers and commercial pesticide applicators to attend a review session for re-certification credits. The theory used here is that participants are required by federal law to obtain continuing education if they wish to re-certify without writing an examination and that the salaries/fringe benefits of the Extension Agents conducting the review session are already covered by county, state, and/or federal tax dollars.

### *Social Equity*

“Organizations may wish to price their services in a way that contributes to social equity” (Kotler and Andreasen, 1996, p. 449). “Our concepts of social equity hold that, wherever possible, public (and by extension, nonprofit) services should not operate to transfer wealth from the poor to the rich” (Kotler and Andreasen, 1996, p. 449). It is

likely, MSU Extension does not intentionally practice social equity as it is an affirmative action/equal opportunity institution, meaning its programs and materials are open to all without regard to race, color, national origin, sex, disability, age or religion.

### *Market Disincentivization*

Market disincentivization is where “pricing might be undertaken for the objective of discouraging as many people as possible from purchasing a particular product or service” (Kotler and Andreasen, 1996, p. 450). The mission of MSU Extension “helps people improve their lives through an educational process that applies knowledge to critical issues, needs, and opportunities” (Michigan State University Extension, (n.d.b), p. 1). Due to the organizational mission, it is likely MSU Extension does not intentionally practice market disincentivization in the pricing of its programs.

### *Pricing Strategies*

Having considered the various pricing objectives, focus will now shift to pricing strategies. According to Kotler and Andreasen (1996), “pricing strategies tend to be cost oriented, demand oriented, or competition oriented” (Kotler and Andreasen, 1996, p. 450).

### *Cost-Oriented Pricing*

“Cost-oriented pricing refers to setting prices largely on the basis of costs, either marginal costs or total costs including overhead. Two examples are markup pricing and cost-plus pricing” (Kotler & Andreasen, 1996, p. 450). Adding “predetermined but different markups to various goods” is known as markup pricing (Kotler & Andreasen, 1996, p. 450). “Pricing of jobs that are nonroutine and hard to “cost” in advance” is known as cost-plus pricing (Kotler & Andreasen, 1996, pp. 450-451). It is likely, markup



pricing and cost-plus pricing are practices not commonly used by MSUE at the county level.

Cost-minus pricing is a practice of charging customers less than the actual costs, where donations or other funding sources may be used to help offset the actual cost (Kotler & Andreasen, 1996). A likely example of cost-minus pricing in MSUE would be determining the actual cost to host a 4-H youth event, charging a price less than the actual cost, and obtaining sponsors or donations in advance to cover the balance of the event.

Kotler and Andreasen (1996) state that:

The most popular form of cost-oriented pricing uses *break-even analysis*.

The purpose of break-even analysis is to determine, for any proposed price, how many units of an item would have to be sold to cover fully the costs; this is known as the *break-even volume*. (p. 451)

A likely example of using break-even analysis in MSUE would be offering the Master Gardener program. The Extension Agent would figure the fixed cost of hosting the Master Gardener program. Then, the price minus variable cost would be figured. The difference would be divided into the fixed cost to determine how many participants are needed to obtain break-even volume (Kotler & Andreasen, 1996). It is likely break-even analysis is a commonly used strategy within MSUE at the county level to determine price to charge in offering programs. Next, demand-oriented pricing will be considered.

#### *Demand-Oriented Pricing*

According to Kotler and Andreasen (1996), “demand-oriented pricing looks at the condition of demand rather than the level of costs to set the price. Demand-oriented sellers estimate how much value buyers see in the market offer, and they price

accordingly” (p.452). It is likely demand-oriented pricing is not commonly used at the county level within MSUE.

### *Competition-Oriented Pricing*

When an organization sets its prices based upon what the competition is doing, whether it is higher, lower, or the same price, it is employing a competition oriented pricing strategy (Kotler & Andreasen, 1996). Under competition oriented pricing, there are two types of pricing strategies known as going rate and product differentiation (Kotler & Andreasen, 1996). Going rate pricing occurs when an organization tries to set its prices in relation to the prices competing organizations set for their products (Kotler & Andreasen, 1996). A product differentiation pricing strategy occurs when an organization sets its price based on the differences their product offers in comparison to its competitors (Kotler & Andreasen, 1996). It is likely competition oriented pricing strategies are not commonly used at the county level within MSUE. Three remaining items relative to price deserve mention: price discrimination, changing the price, and promotional pricing.

### *Price Discrimination*

According to Kotler and Andreasen (1996), “price discrimination goes on in nonprofit organizations all the time” (p. 454). A likely example of price discrimination in MSUE could be charging a lower registration fee for a workshop for early registrants and charging a higher registration fee after a set date for late registrants. In addition, a lower fee may be charged for registering a second or third person to attend a workshop with the first person.

### *Changing the Price*

According to Kotler and Andreasen (1996), the question of changing the price is a difficult one to answer and they recommend doing research to reduce the uncertainty about pricing.

### *Promotional Pricing*

Promotional pricing involves offering a special price or introductory offer to increase consumer activity (Kotler & Andreasen, 1996). A likely example within MSUE of promotional pricing may be offering an introductory or lower price for farmers to enroll in the Telfarm program. Telfarm is a farm business analysis program to help farmers manage the economics of their business. It is likely pricing is an area where MSUE has limited experience in setting objectives and selecting pricing strategies.

Perhaps Boehlje and King (1998) best summarize Extension's history with pricing:

The issue of charging for information services continues to be controversial in Extension programming. Traditionally, Extension programs are free, or there is a nominal charge. This is based on the traditional premise that public, tax-generated funds have been used to support the information development and dissemination system, so that charging for services would be a form of "double billing." This premise may be eroding as we see user-fee structures emerge in other publicly funded operations such as National Parks. (p. 30)

### **Place (Distribution)**

Placing or distribution refers to how an organization makes its products and services available and accessible to its target customers (Kotler, 1997). In MSUE's case,

the primary location of distribution begins at the county Extension office serving each of Michigan's 83 counties.

The methods of distributing educational programs and information overlap with the sections on product items and the five major modes of communication. Regardless of the methods of distribution selected, it is important that Extension Agents carefully evaluate the delivery of educational programs and information so it is distributed or made available to the intended target audiences using the most effective and economical means possible. Most likely, the most effective and economical means is through segmentation.

### *Segmentation*

Kotler defines market segmentation as “the act of dividing a market into distinct and meaningful groups of consumers who might merit separate products and/or marketing mixes” (Kotler, 1982, pp. 216-217). By virtue of its structure, MSUE segments its target audiences by its program areas: agriculture and natural resources; community and economic development; and children, youth and family.

MSUE agriculture and natural resources (ANR) customer groups include the following: commercial farmers; agribusiness firms; small and part-time farmers; consumers with home, yard, and gardening needs; and the tourist industry (Michigan State University, (n.d.a), p. 3). Of the ANR customer groups listed, the commercial farmers; agribusiness firms; and small and part-time farmers represent target audiences by occupation. Dividing a customer group by occupation is a form of demographic segmentation (Kotler, 1997). Consumers interested in home, yard, and gardening topics and the tourist industry represents a form of psychographic segmentation. When

customers are divided into groups on the basis of lifestyle and/or personality, this is known as psychographic segmentation (Kotler, 1997).

MSUE community and economic development customer groups include government, business, and economic and community organizations (Michigan State University, (n.d.a)). Government, business, economic and community organizations represent a form of segmentation for organizational markets. According to Kotler and Andreasen (1996) bases for segmenting organizational markets includes: organization size, interest profile, buying criteria, buying process, and degree of local autonomy.

MSUE children, youth and family customer groups are divided into the areas of 4-H youth development, family and consumer sciences, and food and nutrition education programs. Customers in the 4-H youth development area include the following: youth 5-19 years of age, teen volunteer leaders, and adult volunteer leaders (Michigan State University, (n.d.a)). The above customers represent target audiences by age and life cycle. Age and life cycle are forms of demographic segmentation (Kotler, 1997). Family and consumer science customers include: parents with young children, adult children of aging parents, and families in transition (Michigan State University Extension, (n.d.a)). Customers in the family and nutrition education program are primarily limited resource families. Again, in both instances, demographics are the primary forms of segmentation used here. Limited resource families, of course, are segmented based on income while parents with young children, adult children of aging parents, and families in transition are segmented based on age and life cycle stages. Income is a form of demographic segmentation (Kotler, 1997).

There are many benefits to audience segmentation. Topor (1983) states that:

In extension, audience segmentation has many benefits:

- identify “clients”
- deliver programs more effectively
- cut costs by targeting programs and communications
- survey and identify needs
- evaluate programs
- determine “messages” and appeals
- develop strategies
- develop and implement an appropriate marketing mix designed to satisfy the chosen market target (p. 20)

MSUE maintains an office offering all program areas to each county in Michigan.

Maintaining an office for customers to access information, programs, materials, and services is geographic segmentation. “Geographic segmentation calls for dividing the market into different geographical units such as nations, states, regions, counties, cities, or neighborhoods” (Kotler, 1997, p. 256). Market segmentation and its benefits for marketing Extension have been considered. Next, the concept of segment marketing will be considered and its relation to Extension.

### *Segment Marketing*

In the preceding paragraphs, the technique of market segmentation was discussed by MSUE program area. The customer groups identified by program area represent market segments. “A market segment consists of a large identifiable group within a market” (Kotler, 1997, p. 250). In segment marketing, an organization recognizes that each of its customers has specific needs, yet it is not feasible to try to market to each

individual customer (Kotler, 1997). According to Boehlje and King (1998), “Extension professionals do have personal contact with their customers or their audiences. However, they do relatively little audience segmentation and tailoring of their information to specific individual customers” (p. 25). The practice of segmenting by program area likely provides perhaps one of the most effective and efficient means of reaching customers. Local marketing may further help target an organization’s programming efforts.

### *Local Marketing*

“Target marketing is increasingly taking on the character of regional and local marketing, with marketing programs being tailored to the needs and wants of local customer groups” (Kotler, 1997, p. 251). With MSUE, the County Extension Council, as well as other advisory groups, assist MSUE in identifying needs, obtaining resources for programming, and in evaluating programming efforts. Advisory groups serve in a similar capacity to focus groups, where needs are identified and suggestions for improvements are made (Kotler, 1997). Once needs are identified by advisory groups, selective specialization may take place.

### *Selective Specialization*

When an organization, given its objectives and resources, selects a number of segments attractive and appropriate to pursue a market, selective specialization has taken place (Kotler, 1997). MSUE has recently moved into selective specialization through the concept of area of expertise. MSU Extension Agents are encouraged to select a technical subject matter area to develop and advance as their area of expertise. Selective

specialization allows MSUE to better serve customer needs, as information becomes more technical over time.

## **Promotion**

“Promotion is defined as the development of persuasive communications” (Kotler, 1982, p. 374). According to Kotler (1997), the promotion mix consists of five major modes of communication: advertising, sales promotion, public relations and publicity, personal selling, and direct marketing.

Bennett (as cited in Kotler (1997) defines each of the terms as follows:

- **Advertising:** Any paid form of nonpersonal presentation and promotion of ideas, goods, or services by an identified sponsor.
- **Sales promotion:** A variety of short-term incentives to encourage trial or purchase of a product or service.
- **Public relations and publicity:** A variety of programs designed to promote and/or protect a company’s image or its individual products.
- **Personal selling:** Face-to-face interaction with one or more prospective purchasers for the purpose of making presentations, answering questions, and procuring orders.
- **Direct marketing:** Use of mail, telephone, fax, e-mail, and other nonpersonal contact tools to communicate directly with or solicit a direct response from specific customers and prospects. (p. 604)

MSUE utilizes all five modes of communicating in its promotional mix to the public. The method of communication varies depending upon the message being sent to the customer. An example of each mode of communication follows.



MSUE uses advertising by placing its logo on items such as business cards, letterhead, cups, and hats. Demonstrations are given as a form of sales promotion to agricultural producers on the use of computer technology at meetings. News articles are written as a form of public relations to promote MSUE programs and activities. Personal selling is accomplished by meeting the public at fairs and trade shows. Newsletters, other mailings, and the world wide web are used as a form of direct marketing to promote MSUE programs and activities.

According to King and Boehlje (2000), "Extension has spent decades as a sole-source provider in the information and outreach market" (p. 1). This is no longer the case due to accessibility of technology (King & Boehlje, 2000). King and Boehlje (2000) issue a challenge, "rather than reinvent from the inside, we propose creating from scratch a new virtual Extension Service: e-CES" (p. 3). King and Boehlje (2000) propose "a new e-CES in classic, new-market-entrant, start-up mode. Initial goals will be to match and surpass Extension's current supply-oriented distribution system with a demand-oriented anytime, anyplace, any-source access system" (p. 3). It is important to note, MSUE has implemented a web site with design and access continuing to evolve over time.

### *Public Relations*

Promotion and public relations tend to go hand-in-hand. According to *Public Relations News*, October 27, 1947 (as cited in Kotler & Andreasen, 1996), public relations is described as "the management function that evaluates the attitudes of important publics, identifies the policies and procedures of an individual or an

organization with the public interest, and executes a program of action to earn understanding and acceptance by these publics” (p. 542).

According to Kotler and Andreasen (1996), the following components are considered important in implementing a public relations strategy:

- Identify the Organization’s Relevant Publics
- Measure Images and Attitudes of the Relevant Publics
- Establish Image and Attitude Goals for Key Publics
- Develop Cost Effective Public Relations Strategies
- Prepare for Public Relations Crises
- Choosing Specific Public Relations Tools
- Implementing Actions and Evaluating Effects (pp. 543-555)

If an organization takes a reactive stance to public relations, the environment tends to set the agenda, the organization’s image is defined by response to special situations, and a long-term strategy is not in place to handle crises (Kotler & Andreasen, 1996). If an organization takes an active stance to public relations, the reactive pitfalls may be avoided and more control may be asserted over how the organization is viewed by others (Kotler & Andreasen, 1996).

## **Environment**

According to Kotler (1982), “the environment in which an organization operates is complex and constantly changing” (p. 85). In this section, two major items will be considered: competition and advisory groups.

## *Competition*

“In carrying out its task of producing and delivering services to a target market, the nonprofit organization will typically face competition. Many nonprofit organizations deny the existence of competition, feeling that this is more characteristic of business firms” (Kotler, 1982, p. 54). Each MSUE program area will be discussed as it relates to competitors.

In the agriculture and natural resources program area, competitors are faced in the area of for profit agribusiness. Agribusiness is both a customer group as well as a competitor for MSUE. It is important to mention MSUE has a competitive advantage relative to agribusiness. This is because MSUE is not in the business of selling tangible products for profit, but provides objective educational information for customers to take into consideration in order to make informed decisions. According to Boehlje and King (1998), “Extension and the Land-Grant System do bring two overriding strengths to the customer—objectivity and overall accuracy” (p. 26). Boehlje and King (1998) further state, “these attributes alone may not counter the relative value of convenience and ease of access of the private-sector information providers” (p. 26).

Relative to Extension’s ability to compete, Boehlje and King (1998) state:

Public information sources such as the Cooperative Extension Service may have dominated in the past, but information from private sources, such as agribusinesses and commercial crop and market advisers, now offers strong competition. To be sure, competition has been a part of the overall information marketplace for some time. Now, however, we are seeing competition from private information providers increasing at a time when Extension is least capable

of meeting the competition because resources are being reduced or at best held flat. (p. 22)

In the community and economic development program area, competitors provide planning and development services on a for profit basis. Again, MSUE has a competitive advantage in that it provides objective educational information for customers to take into consideration to make informed decisions.

In the children, youth and family program area both the 4-H youth program and family and consumer sciences program faces competition. The 4-H youth program competes with other organizations for volunteer time and with other youth serving organizations in providing programs for youth to develop into productive citizens. In the family and consumer sciences program, competitors exist in providing nutrition education, parenting skills, as well as other areas.

Private information providers are perhaps the stiffest competition Extension has for its services. According to Boehlje and King (1998), “as data are combined with knowledge to create information from which revenue and value can be gained, private information providers are placing Extension at a competitive disadvantage” (p. 21). Boehlje and King (1998) pose the question:

Can Extension and the Land-Grant System survive and succeed in head-to-head competition with private information providers, or will the system be most successful as a wholesale source of information and education in partnership with private-sector information providers? (p. 21)

It is important Extension maintain a watchful eye on the strategic window of opportunity with regard to its programs and information as it provides a means for

positioning. According to Kotler and Andreasen (1996), “positioning is the act of designing the organization’s image and value offer so that the organization’s customers understand and appreciate what the organization stands for in relation to its competitors” (p. 191).

### *Advisory Groups*

The County Extension Council, Extension advisory groups, and Extension volunteers play an important role in marketing and advocating the programs, education, and information available through MSUE to help people improve their lives, consistent with the organization’s mission. According to Warner (1993b), “the true owners of the program are clients, leaders, volunteers, program participants, and government officials” (p. 2). “We must aggressively nurture a leadership structure that continually works actively on behalf of Extension support” (Warner, 1993b, p. 2).

### **Summary**

DeYoung (1988) states:

The reaction of Extension field staff to increased marketing efforts is mixed.

Some staff arriving at marketing training workshops are hopeful that increased “media visibility” will increase their leverage with funding sources.

Other staff express fear that subsequent marketing efforts may be “too successful.” They foresee vast new audiences overloading limited Extension programming time and resources. (p. 1)

Preparedness to market Extension is another question. Jenkins (1993), states the following:

How many of our land grant communicators are well-read in the principles and practices of marketing for nonprofit organizations? How many know how to critically analyze audiences, or “publics,” with which their organization interacts and to select those that hold the keys to their future? These skills will be crucial to building the awareness and favorability comprising a positive image. Through our professional societies and our communication units, we must provide opportunities and incentives for land grant communicators to improve their marketing communication knowledge and skills. (p. 3)

A number of key components of marketing have been considered: image, public awareness of Extension, comparison of research on the public awareness of Extension, MSU Extension marketing action plan, county Extension marketing team, marketing defined, nonprofit organization marketing, product, price, place (distribution), promotion, environment, and summary.

Thus far, research has focused on public awareness of Extension. A study is needed of the perceptions of MSU Extension Agents regarding their willingness, preparedness, and frequency in marketing MSUE, to determine their level of familiarity with MSUE marketing reports, and to determine whether they are familiar with, prepared to use, and have used items included in the MSUE county marketing packet and on the MSUE marketing web site. Methodology, findings, and conclusions follow for this research study in the remaining chapters.

## **CHAPTER III**

### **METHODOLOGY**

In order to accurately describe perceptions of County Extension Directors and Extension Agents on marketing Michigan State University Extension, it was essential to follow proper research protocol throughout the study. A copy of the instrument, methodology section of the proposal, cover letter, and research study application was submitted to the University Committee on Research Involving Human Subjects. A copy of the letter granting approval of the research project is included in Appendix A. The committee approved the instrument and cover letter as submitted. Relative to methodology, the following topics require discussion: population, database development, instrument development, research design, data collection procedures, data analysis procedures, and summary.

#### **Population**

The study population was composed of 368 MSU Extension Agents. For purposes of this study the term MSU Extension Agents applies to the positions of: County Extension Director (CED); Extension Agriculture and Natural Resources (ANR) Agent; Extension Community and/or Economic Development (EC/ED) Agent; Extension 4-H (4-H) Youth Agent; Extension Educator (EE) for Family and Consumer Sciences; Extension Children, Youth and Family (CYF) Agent; and District Extension Agent (DEA). The population was based in the field and geographically dispersed throughout the 83 counties in Michigan.

The entire population or universe was selected for the study. Reasons for selecting the universe were as follows: size of the population was not prohibitive, a

major marketing initiative was underway with MSU Extension, and inclusiveness of the study was considered paramount.

### **Database Development**

This study took the form of a census survey. In order to perform the census, February 1, 2001 was the date selected for verifying the list of MSU Extension Agents included in the study population. MSU Extension Agents on board as of February 1, 2001 were included in the study provided they did not remove themselves due to retirement, resignation, extended leave spanning the duration of the data gathering phase, or because of mortality prior to mailing of the initial survey packet on April 2, 2001. Subject to their knowledge, Regional Extension Directors and/or their designee notified the researcher of MSU Extension Agents retiring or resigning prior to April 2, 2001 for removal from the study population. The study population was verified using the web-based MSU Extension staff directory ("Directory," 2001), the Regional Extension Directors and/or their support staff designees, and *The Communicator* ("Extension People," 2001). *The Communicator* is a newsletter for employees and retirees of MSU Extension by ANR (Agriculture and Natural Resources) Communications.

The web-based MSU Extension staff directory ("Directory," 2001) provided the initial opportunity for gathering information in developing the database for the study. Microsoft Access 2000 software was used in developing and managing the database. The database included the following fields: code, date received, box to check if the respondent desired study summary results, first name 1, first name 2, last name, position, office name, street, city-state-zip, phone, region, and county. The first name 1 field was used in the salutation of correspondence sent to the study population. The first name 2



field was used in capital letters as part of the address on correspondence, mailing labels, and verification lists with the Regional Extension Directors and/or their support staff designees.

The database fields of region, county, first name 2, last name, position, office name, street, city-state-zip, and phone were used to generate a list of MSU Extension Agents by region for each Regional Extension Director and/or their support staff designees to verify for accuracy. MSU Extension is divided into six regions for administrative purposes. *The Communicator* was used as a cross check to further verify new appointments, changes in assignment and resignations.

### **Instrument Development**

Specific research protocol was followed in developing the instrument. Relative to instrument development, the following topics are discussed: design, content, validity, and reliability.

#### *Design*

As for design, the instrument followed recommendations described by Dillman (1978) in *Mail And Telephone Surveys The Total Design Method*. The survey instrument is included in Appendix B. The instrument was designed using Microsoft Publisher 2000 software. Title selected for the cover page was--Marketing of Michigan State University Extension 2001 and Beyond: A Census Survey of MSU Extension Agents. The title for the front cover was selected based on input provided by one of the reviewers serving on the panel of experts while gathering input on the face and content validity of the instrument. The survey title was short and easy for respondents to understand. Organization logo and sponsoring department information was also included on the front

cover. White space was provided on the back cover of the questionnaire for respondents to make comments. Also on the back cover, the researcher expressed appreciation to respondents for taking time to complete the questionnaire and provided address information for return of the instrument.

### *Content*

As for content, the instrument included a brief description of the survey, directions for completion, an example, and the major sections of product (programs and information), pricing, placing and targeting, promotion, environment (internal and external), marketing reports, county marketing packet, marketing web site, and demographic items. Items (skills) included in the questionnaire were developed by the researcher from literature reviewed, marketing coursework completed, experience in serving as a County Extension Director and Extension 4-H Youth Agent with MSU Extension, and subsequent input provided by the panel of experts relative to the face and content validity of the instrument.

Items (skills) considered important for MSU Extension Agents on marketing MSU Extension were identified and categorized into the areas of product, pricing, placing and targeting, promotion, and environment (internal and external). MSU Extension Agents were asked to respond to each item (skill) based on their perceived level of willingness to perform the skill, preparedness to perform the skill, and how often they performed the skill during the past year. A 7-point rating scale was used for the above sections based on the following descriptions: 1 = never, 2 = seldom, 3 = infrequently, 4 = occasionally, 5 = frequently, 6 = often, and 7 = very often. According to C. L. Droge, Professor in Marketing and Supply Chain Management at MSU (personal

communication, December 14, 2000), 7-point scales are the standard for rating scales in marketing surveys.

The marketing reports section was included to obtain the level of familiarity of MSU Extension Agents with regard to recent marketing reports distributed concerning the organization. Reports included in this section are as follows: *Michigan State University Extension Marketing Action Plan Draft October 1999* (Heinze et al., 1999) and *Draft Citizen Awareness of Michigan State University Extension and the Michigan Agricultural Experiment Station Report to the MSU Extension Marketing Task Force October 10, 2000* (Suvedi & Probyn, 2000). Once again, a 7-point rating scale was used for the above sections with the descriptions adjusted to reflect level of familiarity as follows: 1 = not familiar, 2 = slightly familiar, 3 = somewhat familiar, 4 = moderately familiar, 5 = familiar, 6 = very familiar, and 7 = extremely familiar.

In the next section, items included in the county marketing packet (*Michigan State University Extension County Marketing Packet*, 2000) and on the marketing web site (Marketing, 2000) were included to determine if respondents were familiar, prepared to use, and have used the items. Nominal descriptions of N = No and Y = Yes were used.

The final section included demographic items. Respondents were asked to respond to items concerning gender, years of work experience with MSU Extension, program assignment, position, geographic area of coverage of responsibilities, highest level of education attained, and major area of study completed with highest degree.

As mentioned previously, 7-point scales are considered the standard for rating scales in marketing surveys. The demographic section consisted of both close-ended questions with ordered response choices and close-ended questions with unordered

response choices. On the major area of study completed with highest degree question, respondents were asked to enter the major area if it was not listed. The years of work experience question with MSU Extension had ranges from which respondents selected the corresponding answer.

### *Validity*

The instrument was evaluated for both face and content validity, utilizing two panels of experts. Validity is “the extent to which an instrument measures what it is supposed to measure” (Ary, Jacobs & Razavieh, 1996, p. 262). First, a panel of three experts specializing in research, evaluation, and extension education was assembled within the Department of Agriculture and Natural Resources Education and Communication Systems at Michigan State University to review the instrument. The first panel made the following recommendations that were incorporated into the final questionnaire:

1. Group the items by area, i.e. product (programs and information), pricing, placing and targeting, promotion, environment (internal and external), marketing reports, county marketing packet, marketing web site, and demographic items.
2. Heavily scrutinize each item included in the questionnaire. All items must relate directly to one of the research objectives.
3. Write items similar to objectives so they are specific, measurable, and attainable.
4. All items must be reflective of the theoretical framework included in the introduction and literature review of the proposal, forming a seamless transition from the body of literature to the questionnaire.

5. Design the questionnaire so it is a learning experience about marketing while respondents complete it. It was stated most respondents have a limited background in marketing.
6. Provide instructions at the beginning of each new section for better flow.
7. Bold key words in the columns and in the instructions.
8. List the end points of the scale at the beginning of each rating column.
9. List the rating scale at the beginning and at the top of each page of the questionnaire.

Upon completing the internal department review of the questionnaire for face and content validity, a second panel of twenty-two resource professionals specializing in marketing; communications; research; Extension education; educational design; agriculture and natural resources; community and economic development; children, youth and families; 4-H youth development; and family and consumer sciences were identified to provide further input with regard to face and content validity. The second panel of experts for validity was composed of campus staff and retired MSU Extension Agents.

The second panel of experts was mailed a copy of the questionnaire along with a self-addressed stamped envelope for return. A copy of the panel of experts for validity cover letter is included in Appendix C. Nineteen out of twenty-two of the resource professionals responded either by mail, e-mail, phone, or in-person to achieve a response rate of 86.4 percent. Revisions based on recommendations provided by the second panel of experts were incorporated into the final questionnaire as follows:

1. Changed the title of the survey to read as follows: Marketing of Michigan State University Extension 2001 and Beyond: A Census Survey of MSU Extension Agents.

2. Changed the order of the columns from prepared, willing, and how often, to willing, prepared, and how often. The reasoning was that the logical order to follow was willingness first, followed by preparedness, and ending with how often.
3. Adjusted the 7-point scale descriptions to better accommodate grammar concerns. The major item involved changing from 7 = Always to 7 = Very Often. The rest of the words on the scale were adjusted accordingly.
4. Eliminated four questions in the environment section that assessed teamwork, as the connection to marketing was further removed.
5. Added one item in the environment section on responding to County Commission requests.
6. Increased the font size in the demographics section and placed the headings and instructions in bold.
7. In the demographics section, added the question concerning position geographic area of coverage.
8. Changed the type of data requested in the marketing reports section from a nominal yes/no format to a 7-point scale to assess level of familiarity providing for more accurate measurement.
9. Divided the MSU Extension marketing materials section into two separate sections: MSU Extension county marketing packet and MSU Extension marketing web site.
10. Set apart page 2 as a standalone instructions page, with the items for completion beginning at the top of page 3.
11. Remaining changes involved making the wording of individual items more precise.

### *Reliability*

Upon obtaining the data from the second panel of experts, it was determined the questionnaire was valid. It was time to proceed with testing the instrument for reliability.

Twenty current MSU Extension staff members who had previously served as MSU Extension Agents were identified and asked to serve in a pilot test group to complete and return the questionnaire. A copy of the pilot test group for reliability cover letter requesting the resource professionals' assistance is included in Appendix D. Pilot test group procedures were followed the same as for the actual population targeted for the survey as the confidentiality statement was applied, a \$1.00 incentive as a small token of appreciation was included with the questionnaire, and a self-addressed stamped envelope was included for returning the questionnaire.

Reliability is the extent an instrument yields consistent results (Ary et al., 1996). Reliability of the instrument was established using coefficient alpha, one of the internal consistency measures of reliability. This procedure measures "the inter-item consistency, or homogeneity, of the items" (Ary et al., 1996, p. 283). "The more heterogeneous the domain, the lower the inter-item consistency and, conversely, the more homogenous the domain, the higher the inter-item consistency" (Ary et al., 1996, p. 283). Coefficient alpha was the most suitable for this study because it is most useful for attitude scales or essay tests (Ary et al., 1996). Coefficient alpha was used to establish reliability for the scaled sections of the instrument including: product, pricing, placing and targeting, promotion, environment, and marketing reports. Table 2 depicts the coefficient alpha reliability results. Alpha scores ranged from .8047 to .9632, with four of the sections

attaining an alpha greater than .90. Upon completion of the reliability test, minor revisions were made to the instrument before printing.

Table 2. Coefficient Alpha Reliability Results

<b>Statistics Key</b> N = Number, Alpha = Alpha Reliability Score			
<b>Sections</b>	<b>N of Cases</b>	<b>N of Items</b>	<b>Alpha</b>
Product	10	36	.9279
Pricing	11	30	.9434
Placing and Targeting	12	36	.8476
Promotion	12	51	.9306
Environment	11	48	.9632
Marketing Reports	10	2	.8047

In the case of both validity tests and the reliability test, current MSU Extension Agents were not asked to serve on the panel of experts for validity or participate in the pilot test group for reliability to eliminate the possibility of contamination. Participants for both the validity and reliability testing were asked not to share the instrument with current MSU Extension Agents. Research design will be the next topic of consideration.

### **Research Design**

The method of survey research was selected as it provided the most effective and efficient means of gathering data with available resources for the study. Questions pertaining to the marketing component are the dependent variables and the demographic data questions are the independent variables.

With any research design, it is always important to take into consideration both internal and external threats to validity. Internal threats and means of control will be considered first. Campbell and Stanley (as cited in Ary et al., 1996, p. 312) “identified eight extraneous variables that frequently represent threats to the internal validity of a research design.” These threats to internal validity include: history, maturation, pre-testing, measuring instruments, statistical regression, differential selection of subjects,



experimental mortality, and selection-maturation interaction. Each of the threats will be given consideration for control with this study.

History refers to “specific events or conditions, other than the experimental treatment, may occur between the first and second measurements of the subjects to produce changes in the dependent variable” (Ary et al., 1996, p. 312). This study does not involve a pre-test/post-test design. Only one measurement in the form of a survey was taken, therefore history did not pose a threat.

Maturation refers to “processes that operate within the subjects simply as a function of the passage of time may produce effects that could mistakenly be attributed to the experimental variable” (Ary et al., 1996, p. 312). Again, only one measurement was taken in the form of a survey, therefore maturation was not a threat.

Pre-testing is described as, “exposure to a pretest may affect the subjects’ performance on a second test, regardless of the experimental treatment” (Ary et al., 1996, p. 312). As mentioned previously in the discussion concerning reliability, a pilot test of the instrument was conducted with a group of 22 current MSU Extension staff that had previously served as MSU Extension Agents, but was not in the study population. A control was in place in that the pilot group was representative of, but did not include respondents in the study population.

“Changes in the measuring instruments, in the scorers, or in the observers used may produce changes in the obtained measures” (Ary et al., 1996, p. 312). Controls for the measuring instrument threat included using the same instrument for all participants in the study, all data entry was handled by the researcher, and observation of respondents was not a factor as the method used was a mail survey questionnaire.

Statistical regression threat refers to “the internal validity problem that arises when results in a study are due to a tendency for groups, selected on the basis of extreme scores, to move (regress) toward the average on subsequent measures, regardless of the experimental treatment” (Ary et al., 1996, pp. 573-574). As for being a threat, only one measurement was taken and the entire population was included in the survey, not a sample. Therefore statistical regression was not a factor.

Differential selection involves “creating experimental and control groups in such a way that they differ before treatment” (Ary et al., 1996, p. 567). Again, since no control group was involved, consequently there was no threat.

Experimental mortality is defined as “attrition of subjects during a study.” (Ary et al., 1996, p. 567). For this study, attrition is not considered a threat as the study takes one measurement and variations in the independent variables have already taken place.

Selection-maturation interaction occurs “when subjects are selected in such a way that the experimental and control groups mature at different rates” (Ary et al., 1996, p. 574). Once again, a control group was not involved with this study. Therefore, selection-maturation interaction was not a threat.

As described in the preceding paragraphs, eight internal threats to validity were considered. However, some authors contend that there are three others, namely: implementation or experimenter bias effect, Hawthorne effect, and the John Henry effect (Ary et al., 1996).

“Sometimes the actual implementation of the experiment threatens internal validity, such as when the experimental group is inadvertently given an unplanned advantage over the control group” (Ary et al., 1996, p. 315). A researcher may hold “a

personal bias in favor of one method over another. These preferences and expectancies on the part of the experimenter may be unconsciously transmitted to subjects in such a way that their behavior is affected” (Ary et al., 1996, pp. 315-316). Using a survey questionnaire as the instrument provided very little or no contact with the researcher, reducing the chance for experimenter bias to occur. Due to the author’s role as researcher, the author removed himself from participation in the study.

“Subjects attitudes can be a threat to internal validity” (Ary et al., 1996, p. 316).

Two situations are called the Hawthorne effect and the John Henry effect.

The Hawthorne effect refers to the “tendency for subjects to change their behavior just because they are participating in an experiment” (Ary et al., 1996, p. 316). The Hawthorne effect most commonly occurs when a comparison is being made between an experimental group and a control group, where the experimental group changes their behavior just because they are participating in a study (Ary et al., 1996). The John Henry effect is the reverse of the Hawthorne effect in that when a control group knows it is being studied, it purposely changes its behavior and performs above its normal level (Ary et al., 1996). With this study, there was no control group as the research design was survey research. Since there was no control over the independent variables, nothing can be done if the subjects did not complete their questionnaires having an honest attitude. One of the assumptions made in the introductory chapter was that the participants were honest and candid in their responses to the questionnaire.

Smith and Glass (as cited in Ary et al., 1996, p. 324) “identified three types of external validity: population external validity, ecological external validity, and external validity of operations.” Each type of validity will be presented with a discussion relative

to the study undertaken. Population validity refers to “the extent to which the results of a study can be generalized from the sample to a population of interest” (Ary et al., 1996, p. 572). With this study, the entire population was included and sampling does not apply. Since the entire population or universe was included in the study, there was no need to generalize the results from a sample to the population.

Ecological validity refers to “the extent to which the findings from an experiment are independent of a particular research setting and can be generalized to other settings” (Ary et al., 1996, p. 567). The results only apply to MSU Extension Agents and are not generalized to other states. However, this study could easily be adapted and replicated in other states. It is assumed each state is unique in its Extension marketing efforts. If this study were adapted and replicated in other states, the results could be compared to add further credibility to the findings beyond Michigan.

The concept of external validity of operations poses the question, “would the same relationships be seen if a different researcher were investigating the same question with different operations” (Ary et al., 1996, p. 324)? As was mentioned above, the findings of this study may only be applied to MSU Extension Agents and are not generalized to other states. However, this study could easily be adapted and replicated in other states, which in turn, the results could be compared to those obtained in Michigan.

### **Data Collection Procedures**

In conducting the survey, it was important proper research protocol was followed. Data collection procedures included the following components: introductory letter, e-mail support, initial questionnaire packet, first follow-up letter, second follow-up questionnaire packet, final follow-up questionnaire packet, and processing procedures.

“Researchers may find it useful to mail an introductory letter to potential respondents in advance of the questionnaire itself” (Ary et al., 1996, p. 456). In addition to the introductory letter, two e-mail support messages were sent. Otherwise, data collection procedures described for implementing mail surveys followed recommendations outlined by Dillman (1978) in *Mail and Telephone Surveys: The Total Design Method*. Procedures followed are described below.

#### *Introductory Letter*

On Monday, March 26, 2001, one week prior to mailing the initial questionnaire packet, an introductory letter on sponsoring department letterhead was mailed to the study population. The introductory letter to the study population is included in Appendix E. Sponsoring department envelopes were used to send the introductory letter, signed by the researcher. Farm flags were used as postage. Purpose of the letter was to inform the study population of the purpose of the study, request their cooperation, and prompt them to look for the questionnaire in the mail the following week.

#### *E-mail Support*

Three e-mail messages were sent expressing support and requesting cooperation of the respondents with the study. The first e-mail message was from the Acting Director of Extension and was timed to arrive to the study population shortly after the introductory letter was received and just before the initial questionnaire packet was mailed. The second and third e-mail messages were sent to arrive at approximately the same time the initial questionnaire packet was received by the respondents. The third e-mail message was sent the same day as one segment of the study population was inadvertently left off the second (original) message. The second and third e-mail messages were from the

Interim Marketing Director of MSU Extension expressing support for the study and encouraging cooperation of potential respondents. The e-mail messages conveying support are included in Appendix F.

#### *Initial Questionnaire Packet*

On Monday, April 2, 2001, exactly one week after sending the introductory letter, the initial questionnaire packet was sent to the study population with a cover letter, self-addressed stamped return envelope, and a \$1.00 incentive as a small token of appreciation. Farm flags were used as postage on the self-addressed stamped return envelopes. Code numbers were used on the questionnaires as well as the self-addressed stamped return envelopes to facilitate follow-up procedures for a high return rate. Respondents were given the opportunity to check on the outside of the self-addressed stamped return envelopes if they wished to receive summary results of the study. The cover letter explained the purpose of the study, requested respondent cooperation, assured confidentiality, requested immediate return, and expressed appreciation for participation in the study. A cover letter was prepared using sponsoring department letterhead and signed by the researcher. The cover letter was signed by the researcher due to being well known to the study population due to his role in serving as County Extension Director in Clare County with the MSU Extension organization. The initial questionnaire cover letter is included in Appendix G.

#### *First Follow Up Letter*

On Monday, April 9, 2001, exactly one week after mailing of the initial questionnaire packet, a follow up letter reminder on sponsoring department letterhead, signed by the researcher, was sent to respondents who had not responded, stating a

questionnaire was sent earlier and that their response was important to the study.

Respondents were urged to complete the questionnaire and return it immediately. Farm flags were used as postage in sending the first follow up letter. Thanks was expressed to respondents that may have already mailed the questionnaire. The first follow up letter is included in Appendix H.

#### *Second Follow Up Questionnaire Packet*

On Monday, April 23, 2001, exactly three weeks after the initial questionnaire packet mailing, a second follow up questionnaire packet was sent to those not responding along with a cover letter and a self-addressed stamped return envelope. Code numbers were used on the questionnaires as well as the self-addressed stamped return envelopes to facilitate follow-up procedures for a high return rate. Respondents were given the opportunity to check on the outside of the self-addressed stamped return envelopes if they wished to receive summary results of the study. Again, farm flags were used for postage on the self-addressed stamped return envelopes. The cover letter was on sponsoring department letterhead, signed by the researcher, explaining to non-respondents that their questionnaires had not been received and reiterated the importance of the study. In addition, respondents were told not to respond a second time if they had already mailed the questionnaire. The second follow up cover letter is included in Appendix I.

#### *Final Follow Up Questionnaire Packet*

On Monday, May 21, 2001, exactly seven weeks after the initial questionnaire packet mailing, a final follow up questionnaire packet was sent to those who had not responded along with a cover letter and a self-addressed stamped return envelope. Code numbers were used on the questionnaires as well as the self-addressed stamped return

envelopes to facilitate follow-up procedures for a high return rate. Respondents were given the opportunity to check on the outside of the self-addressed stamped return envelopes if they wished to receive summary results of the study. Again, farm flags were used for postage on the self-addressed stamped return envelopes. The cover letter was on sponsoring department letterhead, signed by the researcher, explaining to non-respondents that their questionnaires had not been received and reiterated one last time the importance of the study. The third and final follow up cover letter is included in Appendix J.

### *Processing Procedures*

On all questionnaire packet mailings, 6" X 9" booklet envelopes were used because the questionnaire could be inserted into the envelope without being folded. Each booklet envelope was stamped in red with the word "important." The booklet envelopes were mailed using first class postage for two ounces. At the time of this study, the rate was 55 cents for two ounces for each questionnaire packet. The packet included the questionnaire, cover letter, and the self-addressed stamped return envelope. Inside the initial questionnaire packet only, a \$1.00 token incentive was included. The \$1.00 token incentive was from the researchers personal funds. The questionnaire and self-addressed stamped return envelope were designed for return using first class postage for up to one ounce. At the time of mailing, the rate was 34 cents for up to one ounce. The questionnaire took the form of a booklet 5 ½" X 8 ½". The booklet consisted of three 8 ½" X 11" sheets folded in half and stapled in the middle with two green staples. The cover was designed in green and white with the MSU Extension logo on the front. On



the back cover in the lower right corner, clipart of a mailbox was inserted next to the return address.

A post office box, convenient for the researcher, was obtained in Clare, Michigan for handling official survey business. The post office box was obtained to keep survey mail separated from personal mail, to expedite receiving return questionnaires, and to maintain security of respondent data. An identification number (code) was used to check respondent names off the mailing list once questionnaires were received. If respondents wished to receive summary results, this information was recorded as well. After recording questionnaires as received, return envelopes were then shredded. Survey questionnaires were kept in a locking file drawer for security purposes.

Table 3 shows the date questionnaires were received, the number received for each day, and the response rate by day. Questionnaires were date stamped the day they were received. As can be seen from Table 3, the first questionnaires were received on April 4, 2001 and the last one was received on July 7, 2001. A total of 336 questionnaires were received out of 368 possible for a response rate of 91.3 percent.

It is interesting to note, once questionnaires began returning on April 4, 2001, 48.1 percent or nearly one-half of the questionnaires were returned within the first week. At the two-week mark of April 18, 2001, 70.4 percent of the questionnaires had been returned. At the three-week mark of April 25, 2001, 78.5 percent of the questionnaires had been returned. At the four-week mark, of April 30, 2001, 83.2 percent of the questionnaires had been returned.

**Table 3. Questionnaires By Date Received**

Date Received	Number Received	Cumulative Running Total	Cumulative Response Rate
4-4-01	13	13	3.5%
4-5-01	27	40	10.9%
4-6-01	31	71	19.3%
4-7-01	41	112	30.4%
4-9-01	32	144	39.1%
4-10-01	11	155	42.1%
4-11-01	22	177	48.1%
4-12-01	23	200	54.3%
4-13-01	23	223	60.6%
4-14-01	15	238	64.7%
4-16-01	10	248	67.4%
4-17-01	1	249	67.7%
4-18-01	10	259	70.4%
4-19-01	12	271	73.6%
4-20-01	6	277	75.3%
4-21-01	3	280	76.1%
4-23-01	5	285	77.4%
4-24-01	1	286	77.7%
4-25-01	3	289	78.5%
4-26-01	4	293	79.6%
4-27-01	4	297	80.7%
4-28-01	7	304	82.6%
4-30-01	2	306	83.2%
5-2-01	2	308	83.7%
5-3-01	2	310	84.2%
5-4-01	6	316	85.9%
5-7-01	2	318	86.4%
5-8-01	1	319	86.7%
5-9-01	3	322	87.5%
5-12-01	1	323	87.8%
5-15-01	1	324	88.0%
5-16-01	1	325	88.3%
5-18-01	1	326	88.6%
5-23-01	1	327	88.9%
5-25-01	2	329	89.4%
5-26-01	1	330	89.7%
5-29-01	3	333	90.5%
6-6-01	1	334	90.8%
6-7-01	1	335	91.0%
7-7-01	1	336	91.3%

### **Data Analysis Procedures**

The Statistical Package for the Social Sciences (SPSS) version 10.0 was used in analyzing the data. All questionnaires received were entered into SPSS. Code numbers were assigned to questionnaires prior to the initial questionnaire packet mailing and

subsequent mailings. After data was entered for each questionnaire, the data was immediately verified for accuracy before moving to the next questionnaire. If more than one response was given on an item, the first response the researcher came to was entered.

Data analysis began on July 8, 2001 and consequently the remaining 32 questionnaires not received were declared as non-respondents. Early and late respondents were compared to determine differences between the two groups. Evaluation of early to late respondents' responses on key variables showed no differences. Therefore, the findings were generalized to the entire population (Miller & Smith, 1983). The t-test for independent samples was used for scaled data and Pearson Chi-square for nominal data.

For the sections of product, pricing, placing and targeting, promotion, and environment (internal and external), group means were used to describe the willing, prepared, and often columns for each section. Statistics selected to describe the willing, prepared, and often columns for each section were: group means, standard deviation, and frequency. The inferential statistic analysis of variance (ANOVA) was selected to describe differences between the positions. In using ANOVA, the Duncan range test was selected to identify homogenous subsets of means. According to SPSS version 10.0, the Duncan range test is designed to "rank group means and compute a range value" and "sets a protection level for the error rate for the collection of tests, rather than an error rate for individual tests." In describing individual items frequency, mean, and standard deviation were used.

For the marketing reports section, the frequency, mean, standard deviation, and ANOVA with the Duncan range test were used. For the marketing packet and web site

sections, frequencies and percents were used to describe the data. Differences between positions were described using Pearson Chi-square.

### **Summary**

This chapter has outlined the methods and procedures used to implement the study. The study population consisted of 368 MSU Extension Agents and 336 surveys were returned for a return rate of 91.3 percent. Statistics used to analyze data included: t-tests, Pearson Chi-square, frequencies, percentages, means, group means, standard deviations, and ANOVA with the Duncan range test.

Research methods for examining perceptions of MSU Extension Agents on marketing MSU Extension have been described. This chapter provided an overview of the methods including: population, database development, instrument development, research design, data collection procedures, data analysis procedures, and summary. Chapter IV presents the findings of the research, while chapter V presents the conclusions.

## CHAPTER IV

### FINDINGS

Survey data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 10.0. Findings are presented as follows: demographics, product, pricing, placing and targeting, promotion, environment, marketing reports, county marketing packet, and marketing web site.

#### Demographics

Demographic data was collected from respondents relative to: gender, years of work experience with MSU Extension, program assignment representing largest percentage of time, position, geographic area of coverage, highest level of education attained, and major area of study completed with highest degree. Figure 1 depicts MSU Extension Agents by gender. As shown, males comprised 47.0 percent and females 53.0 percent of the respondents. An N of 332 was obtained.

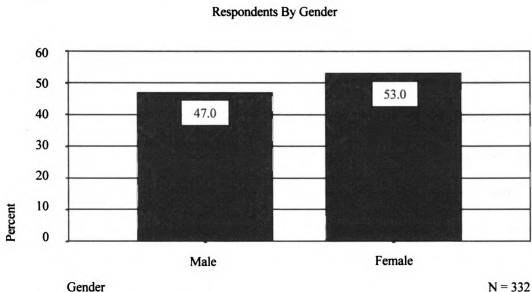


Figure 1. MSU Extension Agents By Gender

Respondents were asked how many years of work experience they have with MSU Extension. Figure 2 depicts MSU Extension Agents by years of work experience with MSU Extension. As shown, 0 – 5 years was 35.9 percent, 6 – 10 years was 16.0 percent, 11 – 15 years was 11.5 percent, 16 – 20 years was 12.4 percent, 21 – 25 years was 10.9 percent, and 26 years of experience and over was 13.3 percent. An N of 331 was obtained.

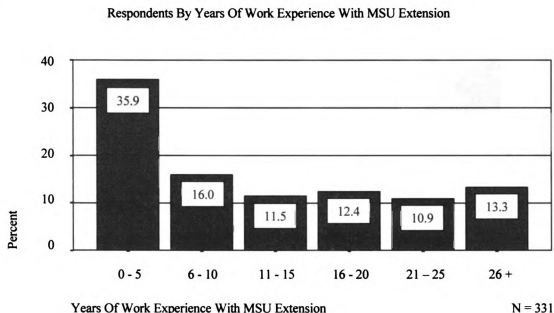


Figure 2. MSU Extension Agents By Years Of Work Experience With MSU Extension

Respondents were asked which program assignment represented the largest percentage of their time. Figure 3 depicts MSU Extension Agents by program assignment with agriculture and natural resources (ANR) at 42.1 percent, 4-H youth development (4-H) at 20.9 percent, family and consumer sciences (FCS) at 20.6 percent, and Extension Community and Economic Development (EC/ED) at 16.4 percent. An N of 330 was obtained.

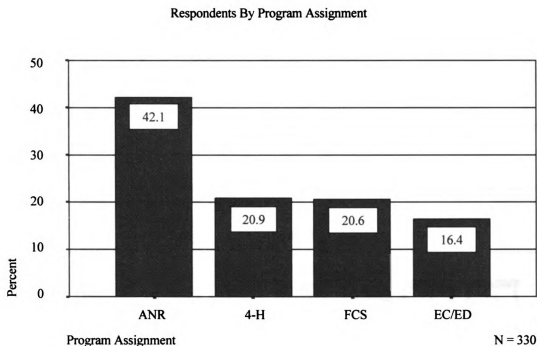


Figure 3. MSU Extension Agents By Program Assignment

Respondents were asked the position they hold. Figure 4 shows MSU Extension Agents by position. The percentage breakdown of respondents were as follows: Extension Agriculture and Natural Resources Agents (ANR) comprised 24.3 percent, County Extension Directors (CED) comprised 20.7 percent, Extension 4-H Youth Agents (4-H) comprised 17.6 percent, Extension Educators – Family and Consumer Sciences (EE) comprised 13.4 percent, District Extension Agents (DEA) comprised 12.4 percent, Extension Community and/or Economic Development Agents (EC/ED) comprised 5.8 percent, and Extension Children, Youth and Family Agents (CYF) comprised 5.8 percent. An N of 329 was obtained.

Respondents were asked the geographic area of coverage for their position. Figure 5 depicts MSU Extension Agents by geographic area of coverage with 68.0 percent having

single-county responsibilities while 32.0 percent have multi-county responsibilities. An N of 331 was obtained.

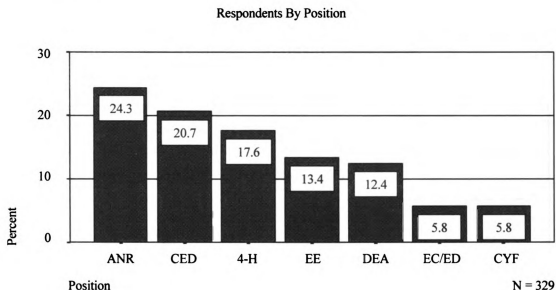


Figure 4. MSU Extension Agents By Position

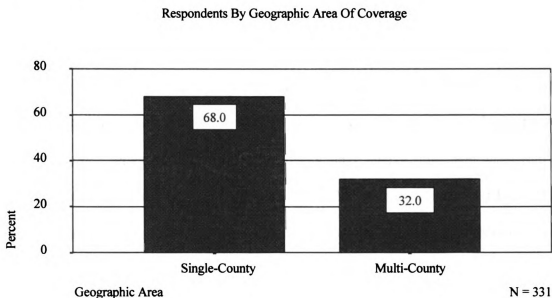
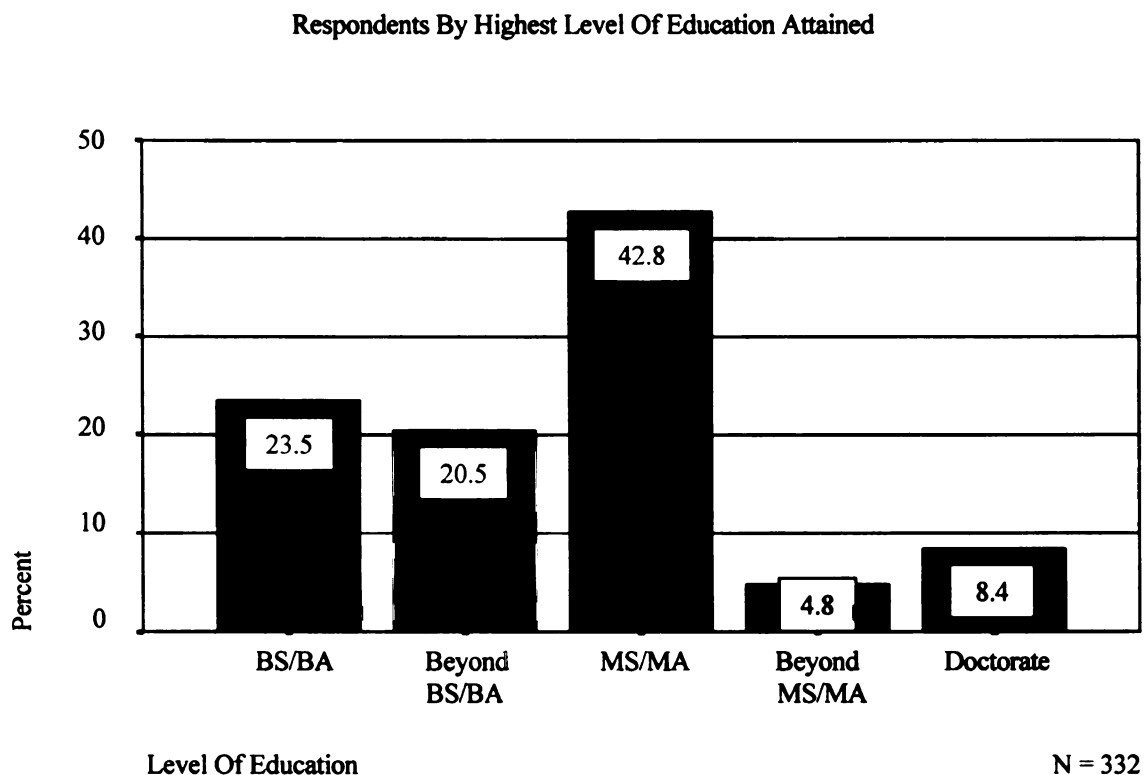


Figure 5. MSU Extension Agents By Geographic Area Of Coverage

Respondents were asked their highest level of education attained. Figure 6 depicts MSU Extension Agents by highest level of education attained as follows: bachelors degree



(BS/BA) at 23.5 percent, some graduate training (beyond BS/BA) at 20.5 percent, masters degree (MS/MA) at 42.8 percent, graduate training beyond masters degree (beyond MS/MA) at 4.8 percent, and doctorate degree at 8.4 percent. An N of 332 was obtained.



**Figure 6. MSU Extension Agents By Highest Level Of Education Attained**

Respondents were asked the major area of study completed with their highest degree. Figure 7 depicts MSU Extension Agents by major area of study completed with their highest degree as follows: agriculture (AGR) at 27.8 percent, education (ED) at 23.9 percent, family and consumer sciences (FCS) at 16.9 percent, social science (SS) at 11.5 percent, natural resources or biology (NR) at 10.9 percent and other major areas of study at 9.0 percent. The other category comprised respondents primarily in the business area of study. An N of 331 was obtained.

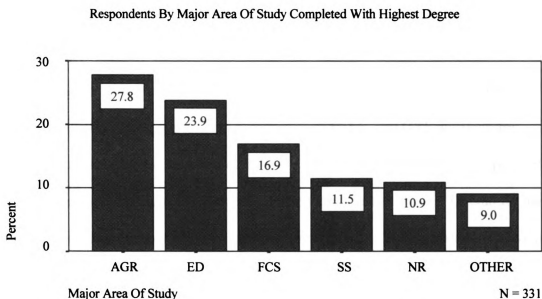


Figure 7. MSU Extension Agents By Major Area Of Study Completed With Highest Degree

The sections of product, pricing, placing and targeting, promotion, and environment are divided into the areas of willing, prepared, and often (frequency performed). MSU Extension Agents were asked to respond based on the scale of 1 = never, 2 = seldom, 3 = infrequently, 4 = occasionally, 5 = frequently, 6 = often, and 7 = very often. For inspectional purposes, responses are described based on scores falling within the following ranges: 1.00 – 1.49 = never, 1.50 – 2.49 = seldom, 2.50 – 3.49 = infrequently, 3.50 – 4.49 = occasionally, 4.50 – 5.49 = frequently, 5.50 – 6.49 = often, and 6.50 – 7.00 = very often.

Descriptive statistics of number, group means, and standard deviation were used to describe the product, pricing, placing and targeting, promotion, and environment sections. The inferential statistic, analysis of variance (ANOVA) was selected to describe differences between the positions. In using ANOVA, the Duncan range test was selected to identify homogenous subsets of means. According to SPSS version 10.0, the Duncan range test is designed to “rank group means and compute a range value” and “sets a protection level for the error rate for the collection of tests, rather than an error rate for individual tests.”

## **Product Willing**

In Figure 8, group means were obtained to provide an overall description of MSU Extension Agents by position for the product willing area. The product willing area consisted of twelve items. The CED, ANR, EC/ED, 4-H, EE, and CYF positions are described as often willing with means of 6.23, 5.50, 6.34, 5.84, 5.90, and 5.71 respectively. The DEA position is described as frequently willing with a mean of 5.13. Overall for the product willing area, an N of 322 was obtained, with a mean of 5.78, and standard deviation of .97 describing MSU Extension Agents as often willing when taking into account skills considered important in marketing MSU Extension educational programs and information.

An ANOVA of the product willing area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p < .001$  sig.]. Table 4 below depicts the Duncan range test for homogenous subsets of means for the product willing area by MSU Extension Agent position.

Table 4 shows four subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of DEA and ANR with means of 5.13 and 5.50 respectively. Subset 2 consists of the positions of ANR, CYF, 4-H, and EE with means of 5.50, 5.71, 5.84, and 5.90 respectively. Subset 3 consists of the positions of 4-H, EE, and CED with means of 5.84, 5.90, and 6.23 respectively. Subset 4 consists of the positions of EE, CED, and EC/ED with means of 5.90, 6.23, and 6.34 respectively.

Product Willing Group Means By Respondents Position

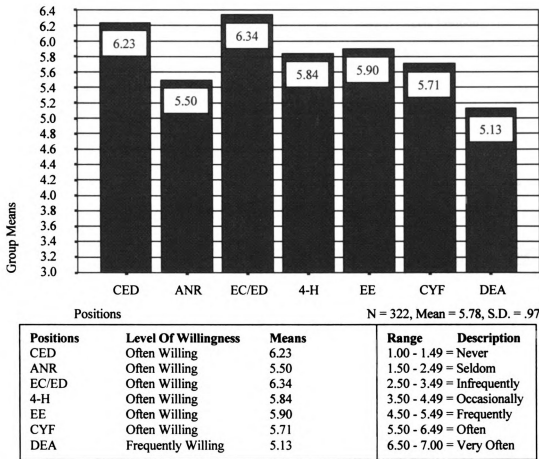


Figure 8. Product Willing Group Means By MSU Extension Agent Position

Table 4 depicts where overlap exists between subsets. The ANR position with a mean of 5.50 is not significantly different from the positions of DEA, CYF, 4-H, and EE with means of 5.13, 5.71, 5.84, and 5.90 respectively. The 4-H position with a mean of 5.84 is not significantly different from the positions of ANR, CYF, EE, and CED with means of 5.50, 5.71, 5.90, and 6.23 respectively. The EE position with a mean of 5.90 is not significantly different from the positions of ANR, CYF, 4-H, CED, and EC/ED with means of 5.50, 5.71, 5.84, 6.23, and 6.34 respectively. The CED position with a mean of 6.23 is

not significantly different from the positions of 4-H, EE, and EC/ED with means of 5.84, 5.90, and 6.34 respectively.

Table 4. Duncan Range Test For The Product Willing Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b>							
CED = County Extension Director							
ANR = Extension Agriculture and Natural Resources Agent							
EC/ED = Extension Community and/or Economic Development Agent							
4-H = Extension 4-H Youth Agent							
EE = Extension Educator							
CYF = Extension Children, Youth and Family Agent							
DEA = District Extension Agent							
ALL = All Positions							
<b>Statistics Key</b>							
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation							
<b>Level of Significance</b>							
ANOVA [p < .001 sig.]							
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05			
				1	2	3	4
DEA	40	5.13	1.20	5.13			
ANR	79	5.50	.99	5.50	5.50		
CYF	19	5.71	.76		5.71		
4-H	58	5.84	.82		5.84	5.84	
EE	40	5.90	.83		5.90	5.90	5.90
CED	67	6.23	.80			6.23	6.23
EC/ED	19	6.34	.79				6.34
ALL/Means/Standard Deviation	322	5.78	.97	—	—	—	—

Table 4 exhibits means that are significantly different from each other. The DEA position with a mean of 5.13 is significantly different from the positions of CYF, 4-H, EE, CED, and EC/ED with means of 5.71, 5.84, 5.90, 6.23, and 6.34 respectively. The ANR position with a mean of 5.50 is significantly different from the positions of CED and EC/ED with means of 6.23 and 6.34 respectively. The CYF position with a mean of 5.71 is significantly different from the positions of DEA, CED, and EC/ED with means of 5.13, 6.23, and 6.34 respectively. The 4-H position with a mean of 5.84 is significantly different from the positions of DEA and EC/ED with means of 5.13 and 6.34 respectively. The EE position with a mean of 5.90 is significantly different from the position of DEA with a mean of 5.13. The CED position with a mean of 6.23 is significantly different from the positions

of DEA, ANR, and CYF with means of 5.13, 5.50, and 5.71 respectively. The EC/ED position with a mean of 6.34 is significantly different from the positions of DEA, ANR, CYF, and 4-H with means of 5.13, 5.50, 5.71, and 5.84 respectively.

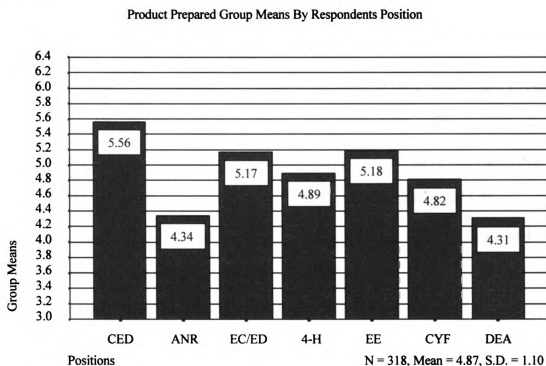
### **Product Prepared**

In Figure 9, group means were obtained to provide an overall description of MSU Extension Agents by position for the product prepared area. The product prepared area consisted of twelve items. The CED position was described as often prepared with a mean of 5.56. The positions of EC/ED, 4-H, EE, and CYF are described as frequently prepared with means of 5.17, 4.89, 5.18, and 4.82 respectively. The positions of ANR and DEA both are described as occasionally prepared with means of 4.34 and 4.31 respectively. Overall for the product prepared area, an N of 318 was obtained, with a mean of 4.87, and a standard deviation of 1.10 describing MSU Extension Agents as frequently prepared when taking into account skills considered important in marketing MSU Extension educational programs and information.

An ANOVA of the product prepared area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p < .001$  sig.]. Table 5 depicts the Duncan range test for homogenous subsets of means for the product prepared area by MSU Extension Agent position.

Table 5 shows three subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of DEA and ANR with means of 4.31 and 4.34 respectively. Subset 2 consists of the positions of CYF, 4-H, EC/ED, and EE with means of 4.82, 4.89, 5.17, and 5.18

respectively. Subset 3 consists of the positions of EC/ED, EE, and CED with means of 5.17, 5.18, and 5.56 respectively.



Positions	Level Of Preparedness	Means	Range	Description
CED	Often Prepared	5.56	1.00 - 1.49	Never
ANR	Occasionally Prepared	4.34	1.50 - 2.49	Seldom
EC/ED	Frequently Prepared	5.17	2.50 - 3.49	Infrequently
4-H	Frequently Prepared	4.89	3.50 - 4.49	Occasionally
EE	Frequently Prepared	5.18	4.50 - 5.49	Frequently
CYF	Frequently Prepared	4.82	5.50 - 6.49	Often
DEA	Occasionally Prepared	4.31	6.50 - 7.00	Very Often

Figure 9. Product Prepared Group Means By MSU Extension Agent Position

Table 5 depicts where overlap exists between subsets. The positions of EC/ED and EE with means of 5.17 and 5.18 respectively are not significantly different from the positions of CYF, 4-H, and CED with means of 4.82, 4.89, and 5.56 respectively. Subset 1 is unique in that the positions of DEA and ANR with means of 4.31 and 4.34 respectively do not overlap with any other subsets.

Table 5 exhibits means that are significantly different from each other. The positions of DEA and ANR with means of 4.31 and 4.34 respectively are significantly different from the positions of CYF, 4-H, EC/ED, EE, and CED with means of 4.82, 4.89, 5.17, 5.18, and 5.56 respectively. The positions of CYF and 4-H with means of 4.82 and 4.89 respectively are significantly different from the positions of DEA, ANR, and CED with means of 4.31, 4.34, and 5.56 respectively. The positions of EC/ED and EE with means of 5.17 and 5.18 respectively are significantly different from the positions of DEA and ANR with means of 4.31 and 4.34 respectively. The CED position with a mean of 5.56 is significantly different from the positions of DEA, ANR, CYF, and 4-H with means of 4.31, 4.34, 4.82, and 4.89 respectively.

Table 5. Duncan Range Test For The Product Prepared Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b>						
CED = County Extension Director						
ANR = Extension Agriculture and Natural Resources Agent						
EC/ED = Extension Community and/or Economic Development Agent						
4-H = Extension 4-H Youth Agent						
EE = Extension Educator						
CYF = Extension Children, Youth and Family Agent						
DEA = District Extension Agent						
ALL = All Positions						
<b>Statistics Key</b>						
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation						
<b>Level of Significance</b>						
ANOVA [ $p < .001$ sig.]						
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05		
				1	2	3
DEA	40	4.31	1.04	4.31		
ANR	79	4.34	.99	4.34		
CYF	19	4.82	1.06		4.82	
4-H	56	4.89	1.03		4.89	
EC/ED	19	5.17	.80		5.17	5.17
EE	38	5.18	1.02		5.18	5.18
CED	67	5.56	.99			5.56
ALL/Means/Standard Deviation	318	4.87	1.10	---	---	---



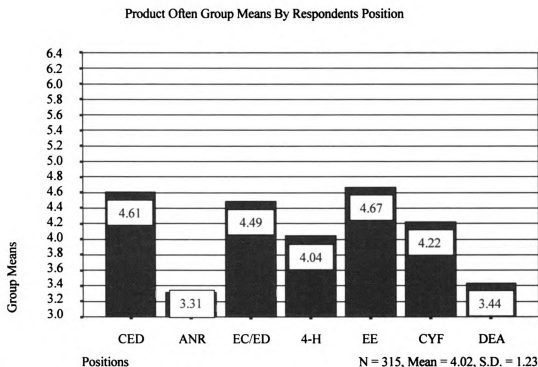
## **Product Often**

In Figure 10, group means were obtained to provide an overall description of MSU Extension Agents by position for the product often area. The product often area consisted of twelve items. The CED and EE positions performed product skills frequently having means of 4.61 and 4.67 respectively. The positions of EC/ED, 4-H, and CYF performed the skills occasionally with means of 4.49, 4.04, and 4.22 respectively. The positions of ANR and DEA performed the skills infrequently with means of 3.31 and 3.44 respectively. An N of 315 was obtained, with a mean of 4.02, and a standard deviation of 1.23.

An ANOVA of the product often area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p < .001$  sig.]. Table 6 depicts the Duncan range test for homogenous subsets of means for the product often area by MSU Extension Agent position.

Table 6 shows three subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of ANR and DEA with means of 3.31 and 3.44 respectively. Subset 2 consists of the positions of 4-H, CYF, EC/ED, and CED with means of 4.04, 4.22, 4.49, and 4.61 respectively. Subset 3 consists of the positions of CYF, EC/ED, CED, and EE with means of 4.22, 4.49, 4.61, and 4.67 respectively.

Table 6 depicts where overlap exists between subsets. The positions of CYF, EC/ED, and CED with means of 4.22, 4.49, and 4.61 respectively are not significantly different from the positions of 4-H and EE with means of 4.04 and 4.67 respectively. Subset 1 is unique in that the positions of ANR and DEA with means of 3.31 and 3.44 respectively do not overlap with any other subsets.



Position	How Often Done (Performed)	Means	Range	Description
CED	Frequently Performed	4.61	1.00 - 1.49	Never
ANR	Infrequently Performed	3.31	1.50 - 2.49	Seldom
EC/ED	Occasionally Performed	4.49	2.50 - 3.49	Infrequently
4-H	Occasionally Performed	4.04	3.50 - 4.49	Occasionally
EE	Frequently Performed	4.67	4.50 - 5.49	Frequently
CYF	Occasionally Performed	4.22	5.50 - 6.49	Often
DEA	Infrequently Performed	3.44	6.50 - 7.00	Very Often

Figure 10. Product Often Group Means By MSU Extension Agent Position

Table 6 exhibits means that are significantly different from each other. The positions of ANR and DEA with means of 3.31 and 3.44 respectively are significantly different from the positions of 4-H, CYF, EC/ED, CED, and EE with means of 4.04, 4.22, 4.49, 4.61, and 4.67 respectively. The position of 4-H with a mean of 4.04 is significantly different from the positions of ANR, DEA, and EE with means of 3.31, 3.44, and 4.67 respectively. The positions of CYF, EC/ED, and CED with means of 4.22, 4.49, and 4.61 respectively are significantly different from the positions of ANR and DEA with means of

3.31 and 3.44 respectively. The position of EE with a mean of 4.67 is significantly different from the positions of ANR, DEA, and 4-H with means of 3.31, 3.44, and 4.04 respectively.

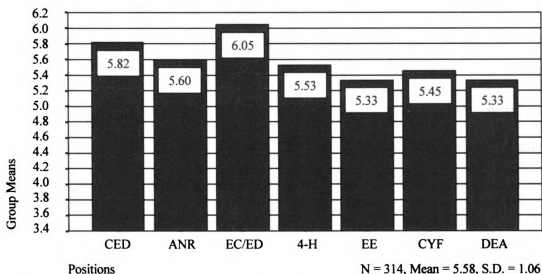
Table 6. Duncan Range Test For The Product Often Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b>						
CED = County Extension Director						
ANR = Extension Agriculture and Natural Resources Agent						
EC/ED = Extension Community and/or Economic Development Agent						
4-H = Extension 4-H Youth Agent						
EE = Extension Educator						
CYF = Extension Children, Youth and Family Agent						
DEA = District Extension Agent						
ALL = All Positions						
<b>Statistics Key</b>						
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation						
<b>Level of Significance</b>						
ANOVA [p < .001 sig.]						
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05		
				1	2	3
ANR	76	3.31	1.10	3.31		
DEA	40	3.44	1.09	3.44		
4-H	56	4.04	1.14		4.04	
CYF	19	4.22	1.18		4.22	4.22
EC/ED	19	4.49	1.10		4.49	4.49
CED	67	4.61	1.08		4.61	4.61
EE	38	4.67	1.15			4.67
ALL/Means/Standard Deviation	315	4.02	1.23	---	---	---

## Price Willing

In Figure 11, group means were obtained to provide an overall description of MSU Extension Agents by position for the price willing area. The price willing area consisted of ten items. The CED, ANR, EC/ED, and 4-H positions are described as often willing with means of 5.82, 5.60, 6.05, and 5.53 respectively. The EE, CYF, and DEA positions are described as frequently willing with means of 5.33, 5.45, and 5.33 respectively. An N of 314 was obtained, with a means of 5.58, and a standard deviation of 1.06.

Price Willing Group Means By Respondents Position



Positions	Level of Willingness	Means	Range	Description
CED	Often Willing	5.82	1.00 - 1.49	Never
ANR	Often Willing	5.60	1.50 - 2.49	Seldom
EC/ED	Often Willing	6.05	2.50 - 3.49	Infrequently
4-H	Often Willing	5.53	3.50 - 4.49	Occasionally
EE	Frequently Willing	5.33	4.50 - 5.49	Frequently
CYF	Frequently Willing	5.45	5.50 - 6.49	Often
DEA	Frequently Willing	5.33	6.50 - 7.00	Very Often

Figure 11. Price Willing Group Means By MSU Extension Agent Position

An ANOVA of the price willing area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p = .063$  sig.]. Table 7 depicts the Duncan range test for homogenous subsets of means for the price willing area by MSU Extension Agent position.

Table 7 shows two subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of EE, DEA, CYF, 4-H, ANR, and CED with means of 5.33, 5.33, 5.45, 5.53, 5.60, and 5.82 respectively. Subset 2 consists of the positions of 4-H, ANR, CED, and EC/ED with means of 5.53, 5.60, 5.82, and 6.05 respectively.

Table 7 depicts where overlap exists between subsets. The positions of 4-H, ANR, and CED with means of 5.53, 5.60, and 5.82 respectively are not significantly different from the positions of EE, DEA, CYF, and EC/ED with means of 5.33, 5.33, 5.45, and 6.05 respectively.

Table 7 exhibits means that are significantly different from each other. The EE, DEA, and CYF positions with means of 5.33, 5.33, and 5.45 respectively are significantly different from the EC/ED position with a mean of 6.05. The reverse is true in that the EC/ED position with a mean of 6.05 is significantly different from the EE, DEA, and CYF positions with means of 5.33, 5.33, and 5.45 respectively.

Table 7. Duncan Range Test For The Price Willing Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b>					
CED = County Extension Director					
ANR = Extension Agriculture and Natural Resources Agent					
EC/ED = Extension Community and/or Economic Development Agent					
4-H = Extension 4-H Youth Agent					
EE = Extension Educator					
CYF = Extension Children, Youth and Family Agent					
DEA = District Extension Agent					
ALL = All Positions					
<b>Statistics Key</b>					
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation					
<b>Level of Significance</b>					
ANOVA [ $p = .063$ sig.]					
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05	
				1	2
EE	41	5.33	1.40	5.33	
DEA	40	5.33	1.17	5.33	
CYF	18	5.45	.90	5.45	
4-H	55	5.53	.98	5.53	5.53
ANR	76	5.60	.98	5.60	5.60
CED	65	5.82	.97	5.82	5.82
EC/ED	19	6.05	.79		6.05
ALL/Means/Standard Deviation	314	5.58	1.06	---	---

## Price Prepared

In Figure 12, group means were obtained to provide an overall description of MSU Extension Agents by position for the price prepared area. The price prepared area consisted

of ten items. The positions of CED, ANR, EC/ED, 4-H, EE, and DEA are described as frequently prepared with means of 5.38, 4.97, 5.25, 4.81, 4.53, and 5.00 respectively. The CYF position is described as occasionally prepared with a mean of 4.48. An N of 307 was obtained, with a mean of 4.97, and a standard deviation of 1.27.

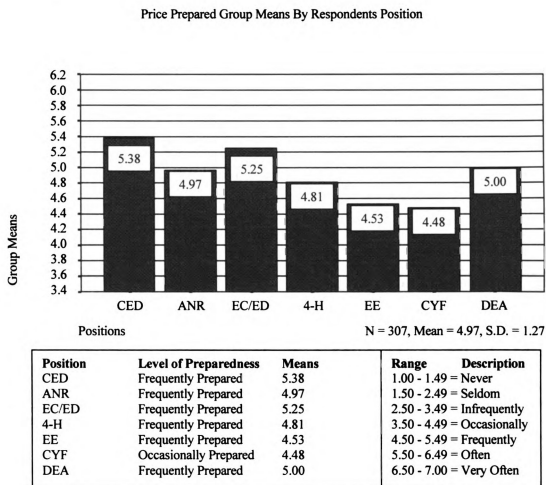


Figure 12. Price Prepared Group Means By MSU Extension Agent Position

An ANOVA of the price prepared area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p = .016$  sig.]. Table 8 depicts the Duncan range test for homogenous subsets of means for the price prepared area by MSU Extension Agent position.

Table 8 shows two subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of CYF, EE, 4-H, ANR, and DEA with means of 4.48, 4.53, 4.81, 4.97, and 5.00 respectively. Subset 2 consists of the positions of 4-H, ANR, DEA, EC/ED, and CED with means of 4.81, 4.97, 5.00, 5.25, and 5.38 respectively.

Table 8. Duncan Range Test For The Price Prepared Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b> CED = County Extension Director ANR = Extension Agriculture and Natural Resources Agent EC/ED = Extension Community and/or Economic Development Agent 4-H = Extension 4-H Youth Agent EE = Extension Educator CYF = Extension Children, Youth and Family Agent DEA = District Extension Agent ALL = All Positions					
<b>Statistics Key</b> N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation					
<b>Level of Significance</b> ANOVA [p = .016 sig.]					
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05	
				1	2
CYF	18	4.48	1.80	4.48	
EE	37	4.53	1.53	4.53	
4-H	54	4.81	1.25	4.81	4.81
ANR	76	4.97	1.10	4.97	4.97
DEA	40	5.00	1.31	5.00	5.00
EC/ED	19	5.25	1.05		5.25
CED	63	5.38	1.06		5.38
ALL/Mean/Standard Deviation	307	4.97	1.27	---	---

Table 8 depicts where overlap exists between subsets. The positions of 4-H, ANR, and DEA with means of 4.81, 4.97, and 5.00 respectively are not significantly different from the positions of CYF, EE, EC/ED, and CED with means of 4.48, 4.53, 5.25, and 5.38 respectively.

Table 8 exhibits means that are significantly different from each other. The positions of CYF and EE with means of 4.48 and 4.53 respectively are significantly different from the positions of EC/ED and CED with means of 5.25 and 5.38 respectively.

The reverse is true in that the EC/ED and CED positions with means of 5.25 and 5.38 respectively are significantly different from the positions of CYF and EE with means of 4.48 and 4.53 respectively.

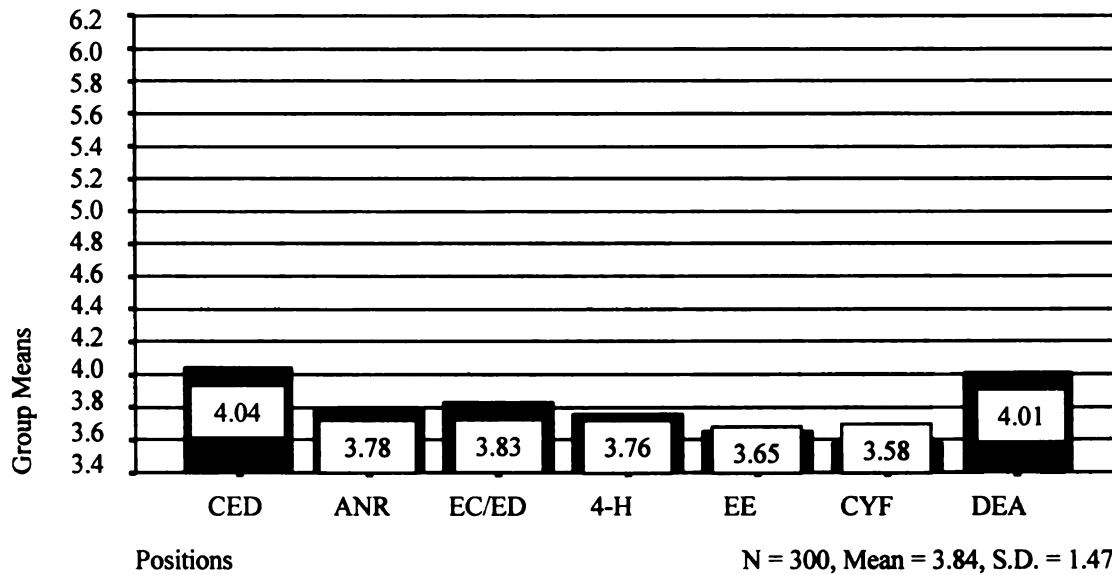
### **Price Often**

In Figure 13, group means were obtained to provide an overall description of MSU Extension Agents by position for the price often area. The price often area consisted of ten items. All positions of CED, ANR, EC/ED, 4-H, EE, CYF, and DEA performed pricing skills on an occasional basis having means of 4.04, 3.78, 3.83, 3.76, 3.65, 3.58, and 4.01 respectively. An N of 300 was obtained, with a mean of 3.84, and a standard deviation of 1.47.

An ANOVA of the price often area group means by MSU Extension Agent position showed that all means are not significantly different from each other [ $p = .793$  sig.]. Therefore, further analysis was not necessary [ $p > .10$  sig.].



Price Often Group Means By Respondents Position



Positions	How Often Done (Performed)	Means	Range	Description
CED	Occasionally Performed	4.04	1.00 - 1.49	Never
ANR	Occasionally Performed	3.78	1.50 - 2.49	Seldom
EC/ED	Occasionally Performed	3.83	2.50 - 3.49	Infrequently
4-H	Occasionally Performed	3.76	3.50 - 4.49	Occasionally
EE	Occasionally Performed	3.65	4.50 - 5.49	Frequently
CYF	Occasionally Performed	3.58	5.50 - 6.49	Often
DEA	Occasionally Performed	4.01	6.50 - 7.00	Very Often

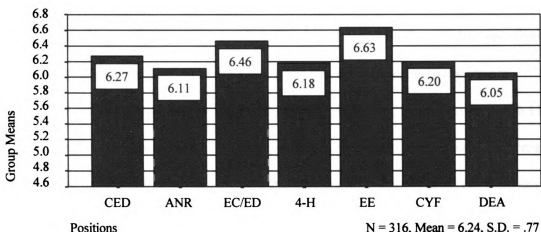
Figure 13. Price Often Group Means By MSU Extension Agent Position

### Placing And Targeting Willing

In Figure 14, group means were obtained to provide an overall description of MSU Extension Agents by position for the placing and targeting willing area. The placing and targeting willing area consisted of twelve items. The EE position is described as very often willing with a mean of 6.63. The CED, ANR, EC/ED, 4-H, CYF, and DEA positions are described as often willing with means of 6.27, 6.11, 6.46, 6.18, 6.20, and 6.05 respectively. Overall for the placing and targeting willing area, and N of 316 was obtained, with a mean of 6.24, and a standard deviation of .77 describing MSU Extension Agents as often willing

when taking into account skills considered important in marketing MSU Extension educational programs and information.

Placing And Targeting Willing Group Means By Respondents Position



Positions	Level Of Willingness	Means	Range	Description
CED	Often Willing	6.27	1.00 - 1.49	Never
ANR	Often Willing	6.11	1.50 - 2.49	Seldom
EC/ED	Often Willing	6.46	2.50 - 3.49	Infrequently
4-H	Often Willing	6.18	3.50 - 4.49	Occasionally
EE	Very Often Willing	6.63	4.50 - 5.49	Frequently
CYF	Often Willing	6.20	5.50 - 6.49	Often
DEA	Often Willing	6.05	6.50 - 7.00	Very Often

Figure 14. Placing And Targeting Willing Group Means By MSU Extension Agent Position

An ANOVA of the placing and targeting willing area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p = .009$  sig.]. Table 9 depicts the Duncan range test for homogenous subsets of means for the placing and targeting area by MSU Extension Agent position.

Table 9 shows three subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of DEA, ANR, 4-H, CYF, and CED with means of 6.05, 6.11, 6.18, 6.20, and 6.27 respectively. Subset 2 consists of the positions of ANR, 4-H, CYF, CED, and EC/ED with

means of 6.11, 6.18, 6.20, 6.27, and 6.46 respectively. Subset 3 consists of the positions of CED, EC/ED, and EE with means of 6.27, 6.46, and 6.63 respectively.

Table 9 depicts where overlap exists between subsets. The positions of ANR, 4-H, CYF, and CED with means of 6.11, 6.18, 6.20, and 6.27 respectively are not significantly different from the positions of DEA and EC/ED with means of 6.05 and 6.46 respectively. The positions of CED and EC/ED with means of 6.27 and 6.46 respectively are not significantly different from the positions of ANR, 4-H, CYF, and EE with means of 6.11, 6.18, 6.20, and 6.63 respectively. The CED position with a mean of 6.27 overlaps across all three subsets, making the position unique in that it is not significantly different from any of the other positions.

Table 9. Duncan Range Test For The Placing And Targeting Willing Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b>						
CED = County Extension Director						
ANR = Extension Agriculture and Natural Resources Agent						
EC/ED = Extension Community and/or Economic Development Agent						
4-H = Extension 4-H Youth Agent						
EE = Extension Educator						
CYF = Extension Children, Youth and Family Agent						
DEA = District Extension Agent						
ALL = All Positions						
<b>Statistics Key</b>						
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation						
<b>Level of Significance</b>						
ANOVA [p = .009 sig.]						
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05		
				1	2	3
DEA	40	6.05	.82	6.05		
ANR	77	6.11	.84	6.11	6.11	
4-H	57	6.18	.85	6.18	6.18	
CYF	18	6.20	.77	6.20	6.20	
CED	67	6.27	.70	6.27	6.27	6.27
EC/ED	18	6.46	.54		6.46	6.46
EE	39	6.63	.51			6.63
ALL/Means/Standard Deviation	316	6.24	.77	—	—	—

Table 9 exhibits means that are significantly different from each other. The position of DEA with a mean of 6.05 is significantly different from the positions of EC/ED and EE

with means of 6.46 and 6.63 respectively. The position of EC/ED with a mean of 6.46 is significantly different from the DEA position with a mean of 6.05. The EE position with a mean of 6.63 is significantly different from the positions of DEA, ANR, 4-H, and CYF with means of 6.05, 6.11, 6.18, and 6.20 respectively.

### Placing And Targeting Prepared

In Figure 15, group means were obtained to provide an overall description of MSU Extension Agents by position for the placing and targeting prepared area. The placing and targeting prepared area consisted of twelve items. All positions being CED, ANR, EC/ED, 4-H, EE, CYF, and DEA are described as often prepared with means of 5.76, 5.53, 5.85, 5.61, 5.93, 5.79, and 5.81 respectively. An N of 310 was obtained, with a mean of 5.71, and a standard deviation of .92.

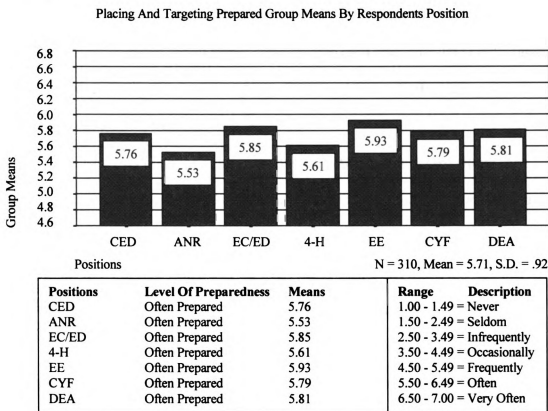


Figure 15. Placing And Targeting Prepared Group Means By MSU Extension Agent Position

An ANOVA of the placing and targeting prepared group means by MSU Extension Agent position showed that all means are not significantly different from each other [ $p = .311$  sig.]. Therefore, further analysis was not necessary [ $p > .10$  sig.].

### **Placing And Targeting Often**

In Figure 16, group means were obtained to provide an overall description of MSU Extension Agents by position for the placing and targeting often area. The placing and targeting often area consisted of twelve items. The EE and CYF positions performed placing and targeting skills often with means of 5.54 and 5.63 respectively. The CED, ANR, EC/ED, 4-H, and DEA positions performed placing and targeting skills frequently with means of 5.16, 4.86, 5.43, 5.09, and 5.17 respectively. An N of 307 was obtained, with a mean of 5.16, and a standard deviation of 1.18.

An ANOVA of the placing and targeting area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p = .052$  sig.]. Table 10 depicts the Duncan range test for homogenous subsets of means for the placing and targeting area by MSU Extension Agent position.

Table 10 shows two subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of ANR, 4-H, CED, DEA, and EC/ED with means of 4.86, 5.09, 5.16, 5.17, and 5.43 respectively. Subset 2 consists of the positions of 4-H, CED, DEA, EC/ED, EE, and CYF with means of 5.09, 5.16, 5.17, 5.43, 5.54, and 5.63 respectively.

Table 10 depicts where overlap exists between subsets. The positions of 4-H, CED, DEA, and EC/ED with means of 5.09, 5.16, 5.17, and 5.43 respectively are not significantly

different from the positions of ANR, EE, and CYF with means of 4.86, 5.54, and 5.63 respectively.

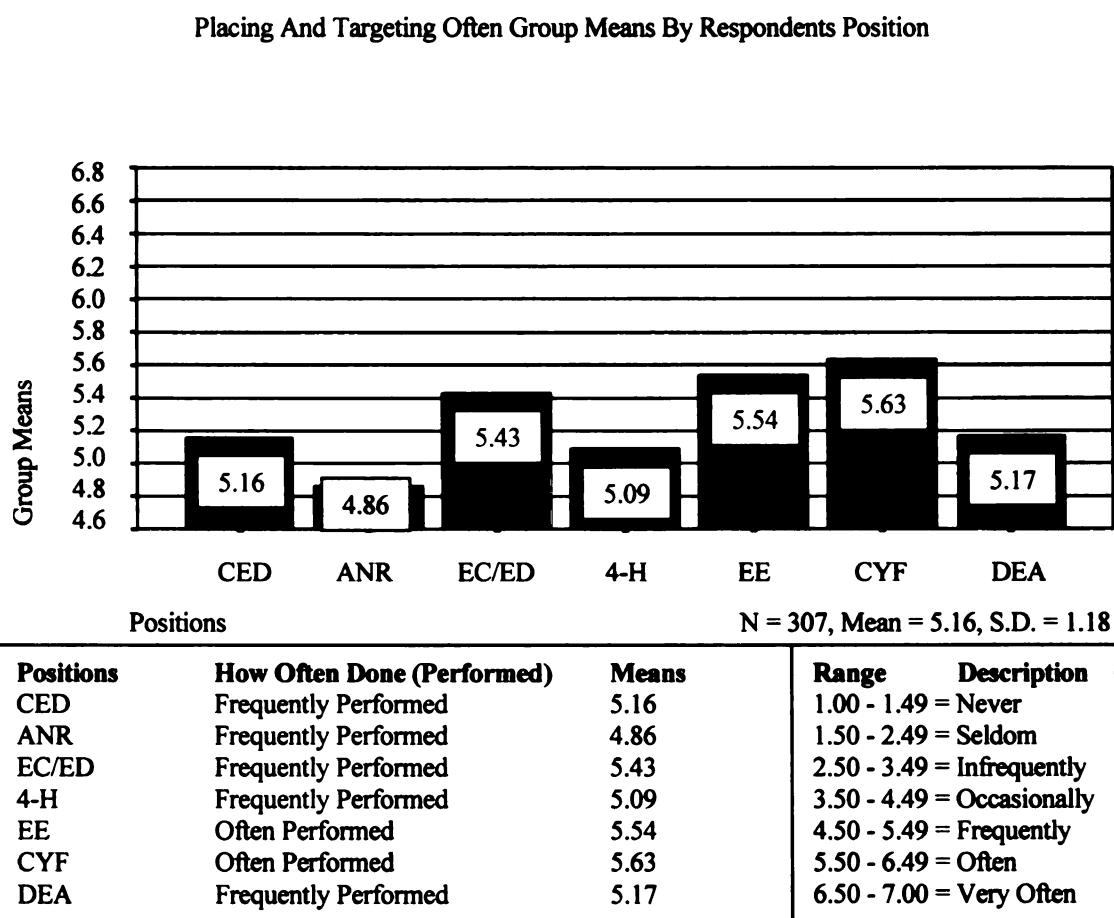


Figure 16. Placing And Targeting Often Group Means By MSU Extension Agent Position

Table 10 exhibits means that are significantly different from each other. The ANR position with a mean of 4.86 is significantly different from the positions of EE and CYF with means of 5.54 and 5.63 respectively. The reverse is true in that the EE and CYF positions with means of 5.54 and 5.63 respectively are significantly different from the ANR position with a mean of 4.86.

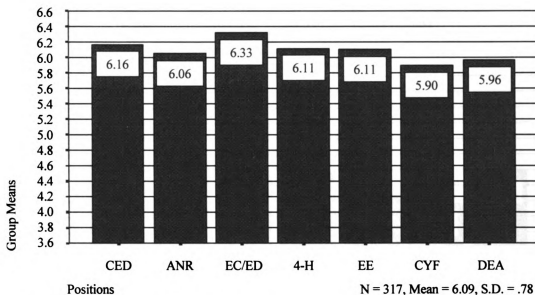
Table 10. Duncan Range Test For The Placing And Targeting Often Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b>					
CED = County Extension Director					
ANR = Extension Agriculture and Natural Resources Agent					
EC/ED = Extension Community and/or Economic Development Agent					
4-H = Extension 4-H Youth Agent					
EE = Extension Educator					
CYF = Extension Children, Youth and Family Agent					
DEA = District Extension Agent					
ALL = All Positions					
<b>Statistics Key</b>					
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation					
<b>Level of Significance</b>					
ANOVA [p = .052 sig.]					
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05	
				1	2
ANR	75	4.86	1.27	4.86	
4-H	55	5.09	1.32	5.09	5.09
CED	66	5.16	1.03	5.16	5.16
DEA	40	5.17	.95	5.17	5.17
EC/ED	18	5.43	1.04	5.43	5.43
EE	36	5.54	1.30		5.54
CYF	17	5.63	.91		5.63
ALL/Means/Standard Deviation	307	5.16	1.18	---	---

### Promotion Willing

In Figure 17, group means were obtained to provide an overall description of MSU Extension Agents by position for the promotion willing area. The promotion willing area consisted of seventeen items. All positions, CED, ANR, EC/ED, 4-H, EE, CYF, and DEA responded as often willing with means of 6.16, 6.06, 6.33, 6.11, 6.11, 5.90, and 5.96 respectively. An N of 317 was obtained, with a mean of 6.09, and a standard deviation of .78.

Promotion Willing Group Means By Respondents Position



Positions	Level of Willingness	Means	Range	Description
CED	Often Willing	6.16	1.00 - 1.49	Never
ANR	Often Willing	6.06	1.50 - 2.49	Seldom
EC/ED	Often Willing	6.33	2.50 - 3.49	Infrequently
4-H	Often Willing	6.11	3.50 - 4.49	Occasionally
EE	Often Willing	6.11	4.50 - 5.49	Frequently
CYF	Often Willing	5.90	5.50 - 6.49	Often
DEA	Often Willing	5.96	6.50 - 7.00	Very Often

Figure 17. Promotion Willing Group Means By MSU Extension Agent Position

An ANOVA of promotion willing group means by MSU Extension Agent position showed that all means are not significantly different from each other [ $p = .587$  sig.].

Therefore, further analysis was not necessary [ $p > .10$  sig.].

### Promotion Prepared

In Figure 18, group means were obtained to provide an overall description of MSU Extension Agents by position for the promotion prepared area. The promotion prepared area consisted of seventeen items. The CED and ANR positions are described as often prepared with means of 5.58 and 5.52 respectively, while the remaining positions of EC/ED, 4-H, EE, CYF, and DEA are described as frequently prepared with means of 5.41, 5.38,



5.07, 4.97, and 5.38 respectively. An N of 312 was obtained, with a mean of 5.40, and a standard deviation of .88.

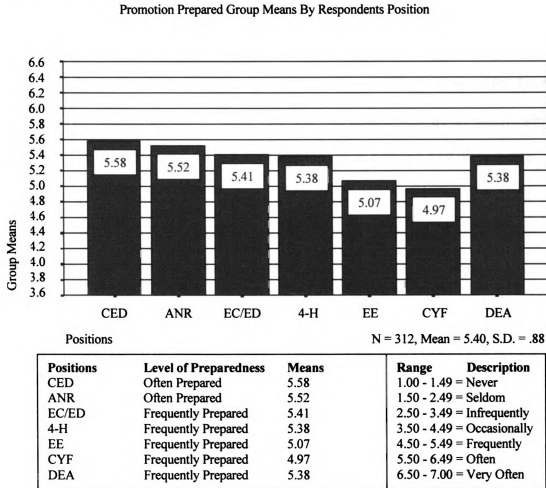


Figure 18. Promotion Prepared Group Means By MSU Extension Agent Position

An ANOVA of the promotion prepared area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p = .026$  sig.]. Table 11 depicts the Duncan range test for homogenous subsets of means for the promotion prepared area by MSU Extension Agent position.

Table 11 shows three subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of CYF, EE, DEA, 4-H, and EC/ED with means of 4.97, 5.07, 5.38, 5.38, and 5.41

respectively. Subset 2 consists of the positions of EE, DEA, 4-H, EC/ED, and ANR with means of 5.07, 5.38, 5.38, 5.41, and 5.52 respectively. Subset 3 consists of the positions of DEA, 4-H, EC/ED, ANR, and CED with means of 5.38, 5.38, 5.41, 5.52, and 5.58 respectively.

Table 11 depicts where overlap exists between subsets. The positions of EE, DEA, 4-H, and EC/ED with means of 5.07, 5.38, 5.38, and 5.41 respectively are not significantly different from the positions of CYF and ANR with means of 4.97 and 5.52 respectively. The positions of DEA, 4-H, EC/ED, and ANR with means of 5.38, 5.38, 5.41, and 5.52 respectively are not significantly different from the positions of EE and CED with means of 5.07 and 5.58 respectively. The positions of DEA, 4-H, and EC/ED are unique as they overlap across all three subsets and are not significantly different from any of the other positions being CYF, EE, ANR, and CED with means of 4.97, 5.07, 5.52, and 5.58 respectively.

Table 11 exhibits means that are significantly different from each other. The CYF position with a mean of 4.97 is significantly different from the positions of ANR and CED with means of 5.52 and 5.58 respectively. The EE position with a mean of 5.07 is significantly different from the CED position with a mean of 5.58. The ANR position with a mean of 5.52 is significantly different from the CYF position with a mean of 4.97. The CED position with a mean of 5.58 is significantly different from the positions of CYF and EE with means of 4.97 and 5.07 respectively.

Table 11. Duncan Range Test For The Promotion Prepared Area By MSU Extension Agent Position

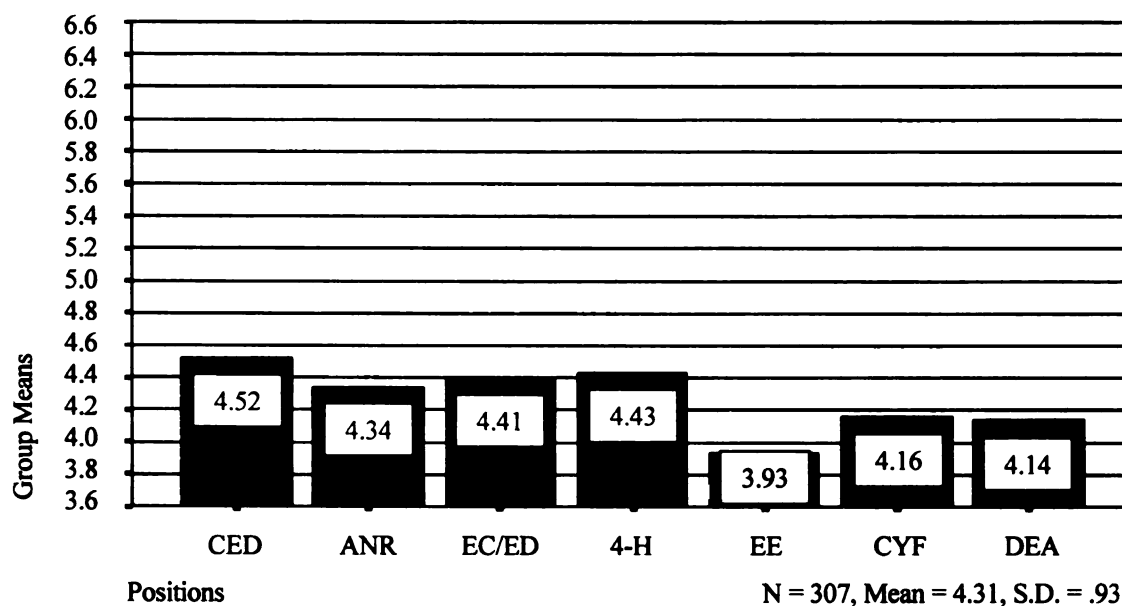
<b>Abbreviations/Positions</b>						
CED = County Extension Director						
ANR = Extension Agriculture and Natural Resources Agent						
EC/ED = Extension Community and/or Economic Development Agent						
4-H = Extension 4-H Youth Agent						
EE = Extension Educator						
CYF = Extension Children, Youth and Family Agent						
DEA = District Extension Agent						
ALL = All Positions						
<b>Statistics Key</b>						
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation						
<b>Level of Significance</b>						
ANOVA [p = .026 sig.]						
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05		
				1	2	3
CYF	18	4.97	.84	4.97		
EE	40	5.07	.94	5.07	5.07	
DEA	39	5.38	1.03	5.38	5.38	5.38
4-H	55	5.38	.84	5.38	5.38	5.38
EC/ED	19	5.41	.76	5.41	5.41	5.41
ANR	75	5.52	.87		5.52	5.52
CED	66	5.58	.76			5.58
ALL/Means/Standard Deviation	312	5.40	.88	---	---	---

## Promotion Often

In Figure 19, group means were obtained to provide an overall description of MSU Extension Agents by position for the promotion often area. The promotion often area consisted of seventeen items. The CED position responded as performing promotion skills frequently with a mean of 4.52. The remaining positions of ANR, EC/ED, 4-H, EE, CYF, and DEA responded as performing promotion skills occasionally with means of 4.34, 4.41, 4.43, 3.93, 4.16, and 4.14 respectively. An N of 307 was obtained, with a mean of 4.31, and a standard deviation of .93.

An ANOVA of the promotion often group means by MSU Extension Agent position showed that not all means were equal to each other [p = .046 sig.]. Table 12 depicts the Duncan range test for homogenous subsets of means for the promotion often area by MSU Extension Agent position.

Promotion Often Group Means By Respondents Position



Positions	How Often Done (Performed)	Means	Range	Description
CED	Frequently Performed	4.52	1.00 - 1.49	Never
ANR	Occasionally Performed	4.34	1.50 - 2.49	Seldom
EC/ED	Occasionally Performed	4.41	2.50 - 3.49	Infrequently
4-H	Occasionally Performed	4.43	3.50 - 4.49	Occasionally
EE	Occasionally Performed	3.93	4.50 - 5.49	Frequently
CYF	Occasionally Performed	4.16	5.50 - 6.49	Often
DEA	Occasionally Performed	4.14	6.50 - 7.00	Very Often

Figure 19. Promotion Often Group Means By MSU Extension Agent Position

Table 12 shows two subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of EE, DEA, CYF, ANR, EC/ED, and 4-H with means of 3.93, 4.14, 4.16, 4.34, 4.41, and 4.43 respectively. Subset 2 consists of the positions of DEA, CYF, ANR, EC/ED, 4-H, and CED with means of 4.14, 4.16, 4.34, 4.41, 4.43, and 4.52 respectively.

Table 12 depicts where overlap exists between subsets. The positions of DEA, CYF, ANR, EC/ED, and 4-H with means of 4.14, 4.16, 4.34, 4.41, and 4.43 respectively are

unique as they overlap across both subsets and are not significantly different from the EE and CED positions with means of 3.93 and 4.52 respectively.

Table 12 exhibits means that are significantly different from each other. The EE position with a mean of 3.93 is significantly different from the CED position with a mean of 4.52. The reverse is true in that the CED position with a mean of 4.52 is significantly different from the EE position with a mean of 3.93.

Table 12. Duncan Range Test For The Promotion Often Area By MSU Extension Agent Position

<b>Abbreviation/Position</b> CED = County Extension Director ANR = Extension Agriculture and Natural Resources Agent EC/ED = Extension Community and/or Economic Development Agent 4-H = Extension 4-H Youth Agent EE = Extension Educator CYF = Extension Children, Youth and Family Agent DEA = District Extension Agent ALL = Positions					
<b>Statistics Key</b> N = Number, X = Means, S.D. = Standard Deviation					
<b>Level of Significance</b> ANOVA [p = .046 sig.]					
Positions	N	X	S.D.	Subset for alpha = .05	
				1	2
EE	40	3.93	1.05	3.93	
DEA	40	4.14	.85	4.14	4.14
CYF	17	4.16	.78	4.16	4.16
ANR	73	4.34	.94	4.34	4.34
EC/ED	19	4.41	1.04	4.41	4.41
4-H	54	4.43	.90	4.43	4.43
CED	64	4.52	.85		4.52
ALL/Mean/Standard Deviation	307	4.31	.93	---	---

### Environment Willing

In Figure 20, group means were obtained to provide an overall description of MSU Extension Agents by position for the environment willing area. The environment willing area consisted of sixteen items. All positions, CED, ANR, EC/ED, 4-H, EE, CYF, and DEA responded as often willing with means of 6.08, 5.77, 6.41, 5.94, 6.02, 5.99, and 5.69

respectively. An N of 300 was obtained, with a mean of 5.94, and a standard deviation of .93.

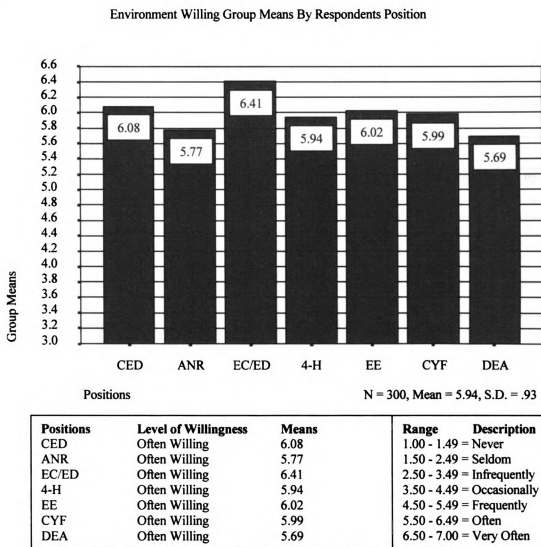


Figure 20. Environment Willing Group Means By MSU Extension Agent Position

An ANOVA of the environment willing area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p = .077$  sig.]. Table 13 below depicts the Duncan range test for homogenous subsets of means for the environment willing area by MSU Extension Agent position.

Table 13. Duncan Range Test For The Environment Willing Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b>					
CED = County Extension Director					
ANR = Extension Agriculture and Natural Resources Agent					
EC/ED = Extension Community and/or Economic Development Agent					
4-H = Extension 4-H Youth Agent					
EE = Extension Educator					
CYF = Extension Children, Youth and Family Agent					
DEA = District Extension Agent					
ALL = All Positions					
<b>Statistics Key</b>					
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation					
<b>Level of Significance</b>					
ANOVA [p = .077 sig.]					
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05	
				1	2
DEA	36	5.69	1.11	5.69	
ANR	71	5.77	.96	5.77	
4-H	56	5.94	1.01	5.94	5.94
CYF	15	5.99	.74	5.99	5.99
EE	40	6.02	.81	6.02	6.02
CED	64	6.08	.84	6.08	6.08
EC/ED	18	6.41	.60		6.41
ALL/Means/Standard Deviation	300	5.94	.93	—	—

Table 13 shows two subsets were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of DEA, ANR, 4-H, CYF, EE, and CED with means of 5.69, 5.77, 5.94, 5.99, 6.02, and 6.08 respectively. Subset 2 consists of the positions of 4-H, CYF, EE, CED, and EC/ED with means of 5.94, 5.99, 6.02, 6.08, and 6.41 respectively.

Table 13 depicts where overlap exists between subsets. The positions of 4-H, CYF, EE, and CED with means of 5.94, 5.99, 6.02, and 6.08 respectively are unique as they overlap across both subsets and are not significantly different from the positions of DEA, ANR, and EC/ED with means of 5.69, 5.77, and 6.41 respectively.

Table 13 exhibits means that are significantly different from each other. The positions of DEA and ANR with means of 5.69 and 5.77 respectively are significantly different from the EC/ED position with a mean of 6.41. The reverse is true in that the

EC/ED position with a mean of 6.41 is significantly different from the DEA and ANR positions with means of 5.69 and 5.77 respectively.

### **Environment Prepared**

In Figure 21, group means were obtained to provide an overall description of MSU Extension Agents by position for the environment prepared area. The environment prepared area consisted of sixteen items. All positions (CED, ANR, EC/ED, 4-H, EE, CYF, and DEA) are described as frequently prepared with means of 5.48, 4.84, 5.34, 5.18, 4.72, 4.98, and 5.09 respectively. An N of 301 was obtained, mean of 5.09, and a standard deviation of 1.14.

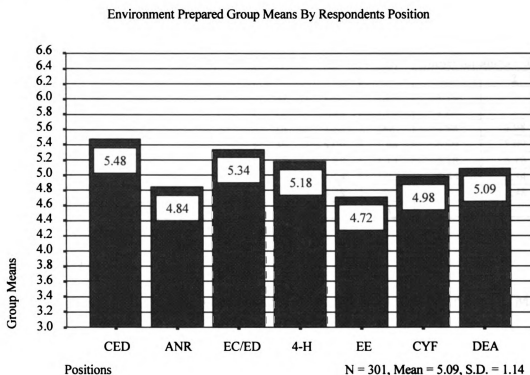
An ANOVA of the environment prepared area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p = .011$  sig.]. Table 14 depicts the Duncan range test for homogenous subsets of means for the environment prepared area by MSU Extension Agent position.

Table 14 shows two subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of EE, ANR, CYF, DEA, 4-H, and EC/ED with means of 4.72, 4.84, 4.98, 5.09, 5.18, and 5.34 respectively. Subset 2 consists of the positions of CYF, DEA, 4-H, EC/ED, and CED with means of 4.98, 5.09, 5.18, 5.34, and 5.48 respectively.

Table 14 depicts where overlap exists between subsets. The positions of CYF, DEA, 4-H, and EC/ED with means of 4.98, 5.09, 5.18, and 5.34 are unique as they overlap across both subsets and are not significantly different from the positions of EE, ANR, and CED with means of 4.72, 4.84, and 5.48 respectively.



Table 14 exhibits means that are significantly different from each other. The positions of EE and ANR with means of 4.72 and 4.84 are significantly different from the CED position with a mean of 5.48. The reverse is true in that the CED position with a mean of 5.48 is significantly different from the EE and ANR positions with means of 4.72 and 4.84 respectively.



Positions	Level of Preparedness	Means	Range	Description
CED	Frequently Prepared	5.48	1.00 - 1.49 =	Never
ANR	Frequently Prepared	4.84	1.50 - 2.49 =	Seldom
EC/ED	Frequently Prepared	5.34	2.50 - 3.49 =	Infrequently
4-H	Frequently Prepared	5.18	3.50 - 4.49 =	Occasionally
EE	Frequently Prepared	4.72	4.50 - 5.49 =	Frequently
CYF	Frequently Prepared	4.98	5.50 - 6.49 =	Often
DEA	Frequently Prepared	5.09	6.50 - 7.00 =	Very Often

Figure 21. Environment Prepared Group Means By MSU Extension Agent Position

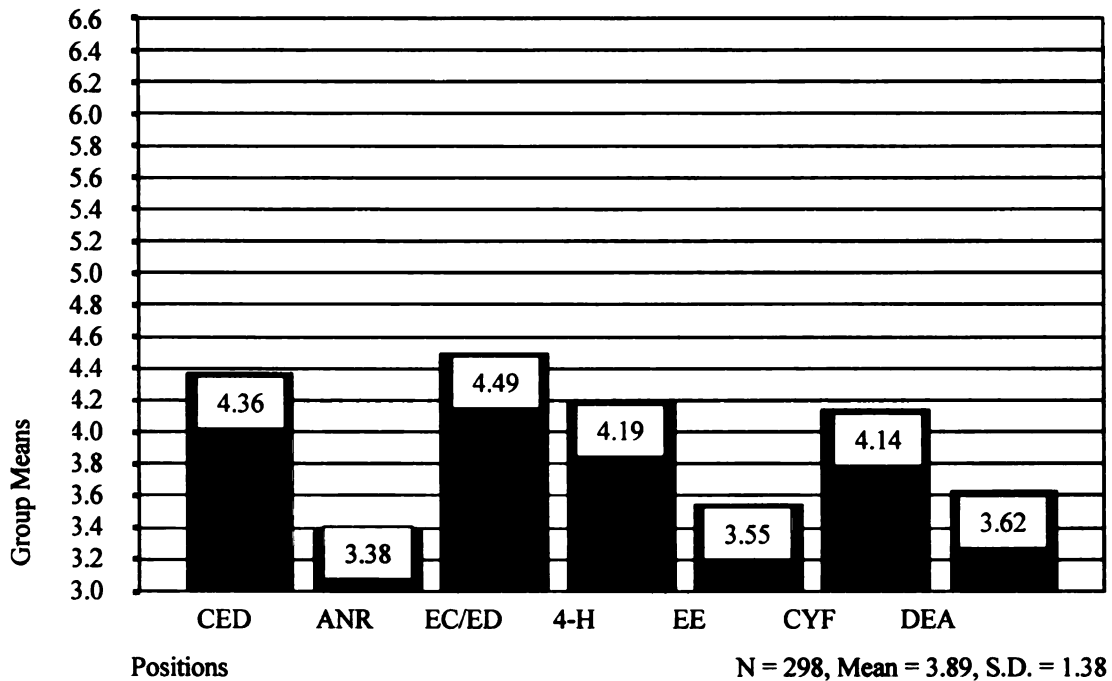
Table 14. Duncan Range Test For The Environment Prepared Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b> CED = County Extension Director ANR = Extension Agriculture and Natural Resources Agent EC/ED = Extension Community and/or Economic Development Agent 4-H = Extension 4-H Youth Agent EE = Extension Educator CYF = Extension Children, Youth and Family Agent DEA = District Extension Agent ALL = All Positions					
<b>Statistics Key</b> N = Number, X = Means, S.D. = Standard Deviation					
<b>Level of Significance</b> ANOVA [p = .011 sig.]					
Positions	N	X	S.D.	Subset for alpha = .05	
				1	2
EE	39	4.72	1.24	4.72	
ANR	73	4.84	1.16	4.84	
CYF	15	4.98	.88	4.98	4.98
DEA	36	5.09	1.24	5.09	5.09
4-H	56	5.18	1.14	5.18	5.18
EC/ED	18	5.34	1.07	5.34	5.34
CED	64	5.48	.96		5.48
ALL/Means/Standard Deviation	301	5.09	1.14	—	—

## Environment Often

In Figure 22, group means were obtained to provide an overall description of MSU Extension Agents by position for the environment often area. The environment often area consisted of sixteen items. The ANR position is described as performing environment skills infrequently with a mean of 3.38. The remaining positions of CED, EC/ED, 4-H, EE, CYF, and DEA are described as performing environment skills occasionally with means of 4.36, 4.49, 4.19, 3.55, 4.14, and 3.62 respectively. An N of 298 was obtained, with a mean of 3.89, and a standard deviation of 1.38.

Environment Often Group Means By Respondents Position



Positions	How Often Done (Performed)	Means	Range	Description
CED	Occasionally Performed	4.36	1.00 - 1.49	Never
ANR	Infrequently Performed	3.38	1.50 - 2.49	Seldom
EC/ED	Occasionally Performed	4.49	2.50 - 3.49	Infrequently
4-H	Occasionally Performed	4.19	3.50 - 4.49	Occasionally
EE	Occasionally Performed	3.55	4.50 - 5.49	Frequently
CYF	Occasionally Performed	4.14	5.50 - 6.49	Often
DEA	Occasionally Performed	3.62	6.50 - 7.00	Very Often

Figure 22. Environment Often Group Means By MSU Extension Agent Position

An ANOVA of the environment often area group means by MSU Extension Agent position showed that not all means were equal to each other [ $p < .001$  sig.]. Table 15 depicts the Duncan range test for homogenous subsets of means for the environment often area by MSU Extension Agent position.

Table 15 shows three subsets of means were identified. The means within each respective subset are not significantly different from each other. Subset 1 consists of the positions of ANR, EE, and DEA with means of 3.38, 3.55, and 3.62 respectively. Subset 2

consists of the positions of EE, DEA, CYF, and 4-H with means of 3.55, 3.62, 4.14, and 4.19 respectively. Subset 3 consists of the positions of CYF, 4-H, CED, and EC/ED with means of 4.14, 4.19, 4.36, and 4.49 respectively.

Table 15 depicts where overlap exists between subsets. The positions of EE and DEA with means of 3.55 and 3.62 respectively are not significantly different from the positions of ANR, CYF, and 4-H with means of 3.38, 4.14, and 4.19 respectively. The positions CYF and 4-H with means of 4.14 and 4.19 respectively are not significantly different from the positions of EE, DEA, CED, and EC/ED with means of 3.55, 3.62, 4.36, and 4.49 respectively.

Table 15 exhibits means that are significantly different from each other. The ANR position with a mean of 3.38 is significantly different from the positions of CYF, 4-H, CED, and EC/ED with means of 4.14, 4.19, 4.36, and 4.49 respectively. The positions of EE and DEA with means of 3.55 and 3.62 respectively are significantly different from the positions of CED and EC/ED with means of 4.36 and 4.49 respectively. The positions of CYF and 4-H with means of 4.14 and 4.19 respectively are significantly different from the ANR position with a mean of 3.38. The positions of CED and EC/ED with means of 4.36 and 4.49 respectively are significantly different from the positions of ANR, EE, and DEA with means of 3.38, 3.55, and 3.62 respectively.

Table 15. Duncan Range Test For The Environment Often Area By MSU Extension Agent Position

<b>Abbreviations/Positions</b> CED = County Extension Director ANR = Extension Agriculture and Natural Resources Agent EC/ED = Extension Community and/or Economic Development Agent 4-H = Extension 4-H Youth Agent EE = Extension Educator CYF = Extension Children, Youth and Family Agent DEA = District Extension Agent ALL = All Positions						
<b>Statistics Key</b> N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation						
<b>Level of Significance</b> ANOVA [ $p < .001$ sig.]						
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05		
				1	2	3
ANR	73	3.38	1.38	3.38		
EE	38	3.55	1.55	3.55	3.55	
DEA	35	3.62	1.27	3.62	3.62	
CYF	15	4.14	1.33		4.14	4.14
4-H	55	4.19	1.42		4.19	4.19
CED	64	4.36	1.11			4.36
EC/ED	18	4.49	1.07			4.49
ALL/Means/Standard Deviation	298	3.89	1.38	---	---	---

## MSU Extension Marketing Reports

The next two sections present findings regarding the MSU Extension Marketing Reports. MSU Extension Agents were asked to respond based on their level of familiarity with each of the reports on a scale of 1 = not familiar, 2 = slightly familiar, 3 = somewhat familiar, 4 = moderately familiar, 5 = familiar, 6 = very familiar, and 7 = extremely familiar. Responses are reported based on scores falling in the following ranges: 1.00 – 1.49 = not familiar, 1.50 – 2.49 = slightly familiar, 2.50 – 3.49 = somewhat familiar, 3.50 – 4.49 = moderately familiar, 4.50 – 5.49 = familiar, 5.50 – 6.49 = very familiar, and 6.50 – 7.00 = extremely familiar.

## Marketing Action Plan Draft

In Figure 23, means were obtained to describe MSU Extension Agents by position for the *Michigan State University Extension Marketing Action Plan Draft October 1999*

(Heinze et al., 1999). The CED position responded as familiar with a mean of 4.57. All remaining positions of ANR, EC/ED, 4-H, EE, CYF, and DEA responded as somewhat familiar with means of 2.89, 2.89, 3.02, 2.83, 3.32, and 2.90 respectively. An N of 322 was obtained, with a mean of 3.27, and a standard deviation of 1.61.

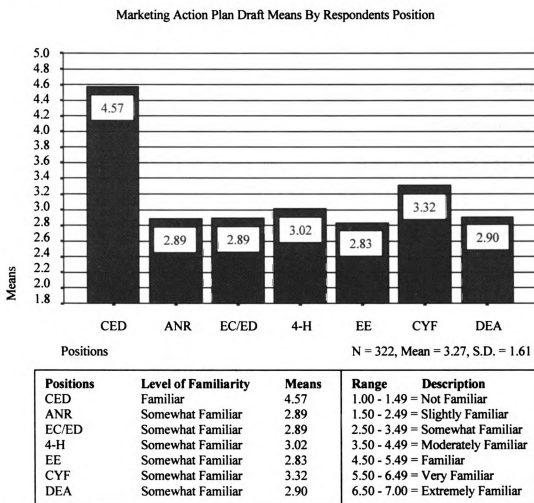


Figure 23. Marketing Action Plan Draft Means By MSU Extension Agent Position

An ANOVA of the marketing action plan draft means by MSU Extension Agent position showed that not all means were equal to each other [ $p < .001$  sig.]. Table 16 depicts the Duncan range test for homogenous subsets of means for the marketing action plan draft means by MSU Extension Agent position.

Table 16 shows two subsets of means were identified. The means within subset 1 are not significantly different from each other. Subset 1 consists of the positions of EE, ANR, EC/ED, DEA, 4-H, and CYF with means of 2.83, 2.89, 2.89, 2.90, 3.02, and 3.32 respectively. Subset 2 is unique containing only the CED position with a mean of 4.57.

Table 16 depicts no overlap exists between subsets 1 and 2. With no overlap, both subsets are unique.

Table 16 exhibits means that are significantly different from each other. The CED position with a mean of 4.57 is unique as it is significantly different from all remaining positions of EE, ANR, EC/ED, DEA, 4-H, and CYF with means of 2.83, 2.89, 2.89, 2.90, 3.02, and 3.32 respectively.

Table 16. Duncan Range Test For The Marketing Action Plan Draft Means By MSU Extension Agent Position

<b>Abbreviations/Positions</b> CED = County Extension Director ANR = Extension Agriculture and Natural Resources Agent EC/ED = Extension Community and/or Economic Development Agent 4-H = Extension 4-H Youth Agent EE = Extension Educator CYF = Extension Children, Youth and Family Agent DEA = District Extension Agent ALL = All Positions					
<b>Statistics Key</b> N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation					
<b>Level of Significance</b> ANOVA [p < .001 sig.]					
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05	
				1	2
EE	41	2.83	1.50	2.83	
ANR	80	2.89	1.42	2.89	
EC/ED	19	2.89	1.73	2.89	
DEA	40	2.90	1.50	2.90	
4-H	58	3.02	1.62	3.02	
CYF	19	3.32	1.42	3.32	
CED	65	4.57	1.36		4.57
ALL/Means/Standard Deviation	322	3.27	1.61	—	—

## Report To The MSU Extension Marketing Task Force Draft

In Figure 24, means were obtained to describe MSU Extension Agents by position for the *Draft Citizen Awareness of Michigan State University Extension and the Michigan Agricultural Experiment Station Report to the MSU Extension Marketing Task Force October 10, 2000* (Suvedi & Probyn, 2000). The CED position responded as moderately familiar with a mean of 3.97. The positions of ANR, CYF, and DEA responded as somewhat familiar with means of 2.56, 2.58, and 2.70 respectively. The positions of EC/ED, 4-H, and EE responded as slightly familiar with means of 2.16, 2.33, and 2.39 respectively. An N of 322 was obtained, mean of 2.78, and a standard deviation of 1.64.

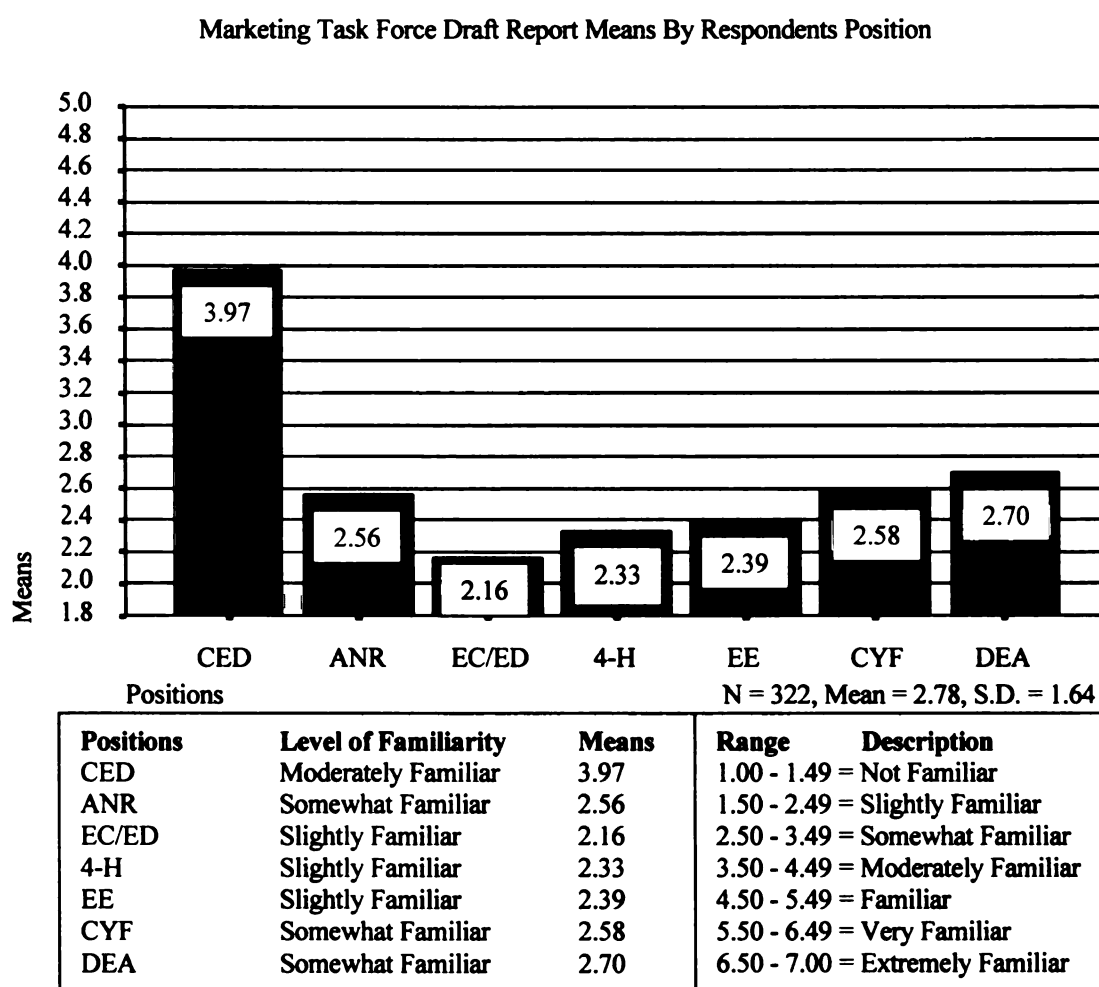


Figure 24. Marketing Task Force Draft Report Means By MSU Extension Agent Position



An ANOVA of the marketing task force draft report means by MSU Extension Agent position showed that not all means were equal to each other [ $p < .001$  sig.]. Table 17 depicts the Duncan range test for homogenous subsets of means for the marketing task force draft report means by MSU Extension Agent position.

Table 17 shows two subsets of means were identified. The means within subset 1 are not significantly different from each other. Subset 1 consists of the positions of EC/ED, 4-H, EE, ANR, CYF, and DEA with means of 2.16, 2.33, 2.39, 2.56, 2.58, and 2.70 respectively. Subset 2 contains only the CED position with a mean of 3.97.

Table 17 shows that no overlap exists between subsets 1 and 2. With no overlap, both subsets are unique.

Table 17 exhibits means that are significantly different from each other. The CED position with a mean of 3.97 is unique as it is significantly different from all remaining positions of EC/ED, 4-H, EE, ANR, CYF, and DEA with means of 2.16, 2.33, 2.39, 2.56, 2.58, and 2.70 respectively.

Table 17. Duncan Range Test For The Marketing Task Force Draft Report Means By MSU Extension Agent Position

<b>Abbreviations/Positions</b>					
CED = County Extension Director					
ANR = Extension Agriculture and Natural Resources Agent					
EC/ED = Extension Community and/or Economic Development Agent					
4-H = Extension 4-H Youth Agent					
EE = Extension Educator					
CYF = Extension Children, Youth and Family Agent					
DEA = District Extension Agent					
ALL = All Positions					
<b>Statistics Key</b>					
N = Number, $\bar{X}$ = Means, S.D. = Standard Deviation					
<b>Level of Significance</b>					
ANOVA [p < .001 sig.]					
Positions	N	$\bar{X}$	S.D.	Subset for alpha = .05	
				1	2
EC/ED	19	2.16	1.26	2.16	
4-H	58	2.33	1.60	2.33	
EE	41	2.39	1.41	2.39	
ANR	80	2.56	1.54	2.56	
CYF	19	2.58	1.26	2.58	
DEA	40	2.70	1.42	2.70	
CED	65	3.97	1.71		3.97
ALL/Means/Standard Deviation	322	2.78	1.64	---	---

### County Marketing Packet and Marketing Web Site

A series of items were included in the study instrumental to helping respondents with their efforts in marketing MSU Extension. Each County MSU Extension office has access to a series of items included in a county marketing packet (*Michigan State University Extension County Marketing Packet*, 2000) and may access or order items included on the marketing web site (Marketing, 2000). One item each from the packet and web site have been selected to feature findings with regard to respondents being familiar with the item, prepared to use the item, and whether respondents have used the item. From the packet, the brochure, *Bringing Knowledge to Life* (n.d.b) was selected. From the web site, the Michigan State University Extension pocket folder (n.d.c) was selected.

## Bringing Knowledge To Life Brochure Familiarity

Figure 25 depicts the percentage of MSU Extension Agents by position familiar with the brochure, *Bringing Knowledge to Life* (n.d.b) as follows: CED at 93.9 percent, ANR at 70.5 percent, EC/ED at 78.9 percent, 4-H at 89.7 percent, EE at 79.1 percent, CYF at 68.4 percent, and DEA at 63.2 percent. An N of 255 was obtained representing respondents familiar with the brochure.

The Pearson Chi-Square statistic was used to determine significant differences exist between MSU Extension Agent positions regarding familiarity with the brochure *Bringing Knowledge to Life* (n.d.b) [ $p = .001$  sig.]. Table 18 provides a further breakdown of familiarity with the brochure by MSU Extension Agent position.

Bringing Knowledge To Life Brochure Familiarity By Respondents Position

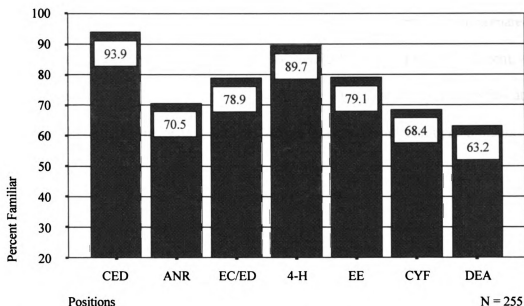


Figure 25. Bringing Knowledge To Life Brochure Familiarity By MSU Extension Agent Position

Table 18. Bringing Knowledge To Life Brochure Familiarity By MSU Extension Agent Position

<b>Abbreviations/Positions</b> CED = County Extension Director ANR = Extension Agriculture and Natural Resources Agent EC/ED = Extension Community and/or Economic Development Agent 4-H = Extension 4-H Youth Agent EE = Extension Educator CYF = Extension Children, Youth and Family Agent DEA = District Extension Agent ALL = All Positions					
<b>Statistics Key</b> N = Number, % = Percent					
<b>Level of Significance</b> Pearson Chi-Square [p = .001 sig.]					
Positions	N Yes	% Yes	N No	% No	N Total
CED	62	93.9	4	6.1	66
ANR	55	70.5	23	29.5	78
EC/ED	15	78.9	4	21.1	19
4-H	52	89.7	6	10.3	58
EE	34	79.1	9	20.9	43
CYF	13	68.4	6	31.6	19
DEA	24	63.2	14	36.8	38
ALL	255	79.4	66	20.6	321

### Bringing Knowledge To Life Brochure Preparedness

Figure 26 depicts the percentage of MSU Extension Agents by position prepared to use the brochure *Bringing Knowledge to Life* (n.d.b) as follows: CED at 90.8 percent, ANR at 62.3 percent, EC/ED at 73.7 percent, 4-H at 77.6 percent, EE at 76.7 percent, CYF at 72.2 percent, and DEA at 38.9 percent. An N of 226 was obtained representing respondents prepared to use the brochure.

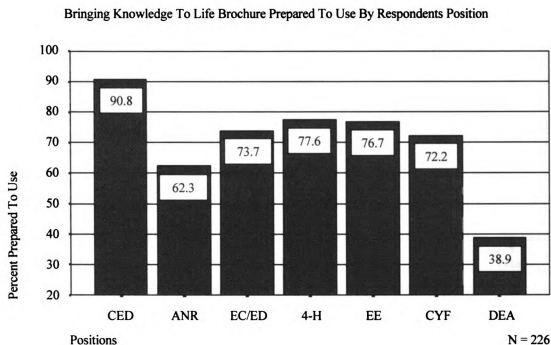


Figure 26. Bringing Knowledge To Life Brochure Preparedness To Use By MSU Extension Agent Position

The Pearson Chi-Square statistic was used to determine significant differences exist between MSU Extension Agent positions regarding preparedness to use the brochure *Bringing Knowledge to Life* (n.d.b) [ $p < .001$  sig.]. Table 19 provides a further breakdown of preparedness to use the brochure by MSU Extension Agent position.

Table 19. Bringing Knowledge To Life Brochure Prepared To Use By MSU Extension Agent Position

<b>Abbreviations/Positions</b> CED = County Extension Director ANR = Extension Agriculture and Natural Resources Agent EC/ED = Extension Community and/or Economic Development Agent 4-H = Extension 4-H Youth Agent EE = Extension Educator CYF = Extension Children, Youth and Family Agent DEA = District Extension Agent ALL = All Positions					
<b>Statistics Key</b> N = Number, % = Percent					
<b>Level of Significance</b> Pearson Chi-Square [p < .001 Sig.]					
Positions	N Yes	% Yes	N No	% No	N Total
CED	59	90.8	6	9.2	65
ANR	48	62.3	29	37.7	77
EC/ED	14	73.7	5	26.3	19
4-H	45	77.6	13	22.4	58
EE	33	76.7	10	23.3	43
CYF	13	72.2	5	27.8	18
DEA	14	38.9	22	61.1	36
ALL	226	71.5	90	28.5	316

### Bringing Knowledge To Life Brochure Use

Figure 27 depicts the percentage of MSU Extension Agents by position that have used the brochure *Bringing Knowledge to Life* (n.d.b) as follows: CED at 84.4 percent, ANR at 34.6 percent, EC/ED at 47.4 percent, 4-H at 51.7 percent, EE at 62.8 percent, CYF at 72.2 percent, and DEA at 34.2 percent. An N of 173 was obtained representing respondents having used the brochure.

The Pearson Chi-Square statistic was used to determine significant differences exist between MSU Extension Agent positions regarding use of the brochure *Bringing Knowledge to Life* (n.d.b) [p < .001 sig.]. Table 20 provides a further breakdown of use of the brochure by MSU Extension Agent position.

Bringing Knowledge To Life Brochure Use By Respondents Position

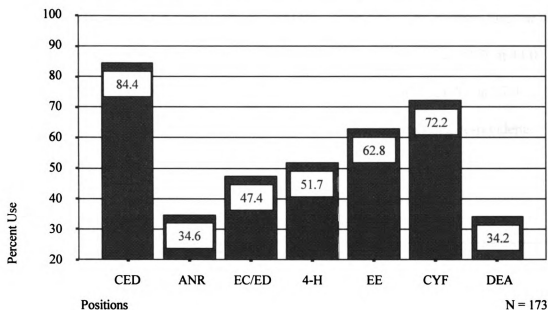


Figure 27. Bringing Knowledge To Life Brochure Use By MSU Extension Agent Position

Table 20. Bringing Knowledge To Life Brochure Use By MSU Extension Agent Position

<b>Abbreviations/Positions</b>					
CED = County Extension Director					
ANR = Extension Agriculture and Natural Resources Agent					
EC/ED = Extension Community and/or Economic Development Agent					
4-H = Extension 4-H Youth Agent					
EE = Extension Educator					
CYF = Extension Children, Youth and Family Agent					
DEA = District Extension Agent					
ALL = All Positions					
<b>Statistics Key</b>					
N = Number, % = Percent					
<b>Level of Significance</b>					
Pearson Chi-Square [ $p < .001$ Sig.]					
Positions	N Yes	% Yes	N No	% No	N Total
CED	54	84.4	10	15.6	64
ANR	27	34.6	51	65.4	78
EC/ED	9	47.4	10	52.6	19
4-H	30	51.7	28	48.3	58
EE	27	62.8	16	37.2	43
CYF	13	72.2	5	27.8	18
DEA	13	34.2	25	65.8	38
ALL	173	54.4	145	45.6	318

## MSU Extension Pocket Folder Familiarity

Figure 28 depicts the percentage of MSU Extension Agents by position familiar with the MSU Extension pocket folder (n.d.c) as follows: CED at 76.9 percent, ANR at 43.0 percent, EC/ED at 55.6 percent, 4-H at 37.9 percent, EE at 61.0 percent, CYF at 57.9 percent, and DEA at 35.9 percent. An N of 166 was obtained representing respondents familiar with the folder.

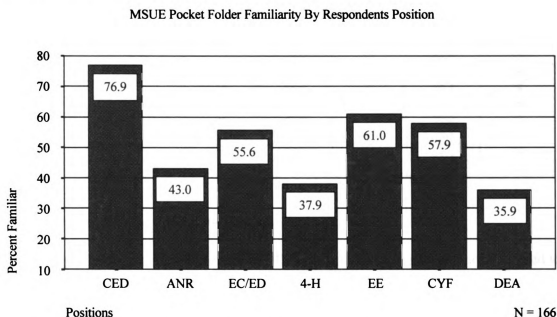


Figure 28. MSUE Pocket Folder Familiarity By MSU Extension Agent Position

The Pearson Chi-Square statistic was used to determine significant differences exist between MSU Extension Agent positions regarding familiarity with the MSU Extension pocket folder (n.d.c) [ $p < .001$  sig.]. Table 21 provides a further breakdown of familiarity with the pocket folder by MSU Extension Agent position.



Table 21. MSUE Pocket Folder Familiarity By MSU Extension Agent Position

<b>Abbreviations/Positions</b> CED = County Extension Director ANR = Extension Agriculture and Natural Resources Agent EC/ED = Extension Community and/or Economic Development Agent 4-H = Extension 4-H Youth Agent EE = Extension Educator CYF = Extension Children, Youth and Family Agent DEA = District Extension Agent ALL = All Positions					
<b>Statistics Key</b> N = Number, % = Percent					
<b>Level of Significance</b> Pearson Chi-Square [p < .001 Sig.]					
Positions	N Yes	% Yes	N No	% No	N Total
CED	50	76.9	15	23.1	65
ANR	34	43.0	45	57.0	79
EC/ED	10	55.6	8	44.4	18
4-H	22	37.9	36	62.1	58
EE	25	61.0	16	39.0	41
CYF	11	57.9	8	42.1	19
DEA	14	35.9	25	64.1	39
ALL	166	52.0	153	48.0	319

### MSU Extension Pocket Folder Preparedness

Figure 29 depicts the percentage of MSU Extension Agents by position prepared to use the MSU Extension pocket folder (n.d.c) as follows: CED at 68.8 percent, ANR at 33.8 percent, EC/ED at 55.6 percent, 4-H at 37.5 percent, EE at 47.4 percent, CYF at 55.6 percent, and DEA at 43.2 percent. An N of 144 was obtained representing respondents prepared to use the folder.

The Pearson Chi-Square statistic was used to determine significant differences exist between MSU Extension Agent positions regarding preparedness to use the MSU Extension pocket folder (n.d.c) [p = .002 sig.]. Table 22 provides a further breakdown of preparedness to use by delineating the N prepared to use and percent prepared to use the pocket folder by MSU Extension Agent position.

MSUE Pocket Folder Prepared To Use By Respondents Position

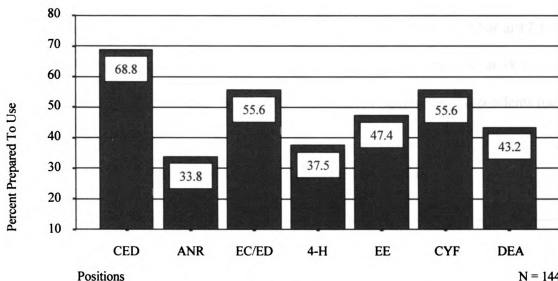


Figure 29. MSUE Pocket Folder Preparedness To Use By MSU Extension Agent Position

Table 22. MSUE Pocket Folder Preparedness To Use By MSU Extension Agent Position

<b>Abbreviations/Positions</b>					
CED = County Extension Director					
ANR = Extension Agriculture and Natural Resources Agent					
EC/ED = Extension Community and/or Economic Development Agent					
4-H = Extension 4-H Youth Agent					
EE = Extension Educator					
CYF = Extension Children, Youth and Family Agent					
DEA = District Extension Agent					
ALL = All Positions					
<b>Statistics Key</b>					
N = Number, % = Percent					
<b>Level of Significance</b>					
Pearson Chi-Square [p = .002 Sig.]					
<b>Positions</b>	<b>N Yes</b>	<b>% Yes</b>	<b>N No</b>	<b>% No</b>	<b>N Total</b>
CED	44	68.8	20	31.3	64
ANR	25	33.8	49	66.2	74
EC/ED	10	55.6	8	44.4	18
4-H	21	37.5	35	62.5	56
EE	18	47.4	20	52.6	38
CYF	10	55.6	8	44.4	18
DEA	16	43.2	21	56.8	37
ALL	144	47.2	161	52.8	305

## MSU Extension Pocket Folder Use

Figure 30 depicts the percentage of MSU Extension Agents by position having used the MSU Extension pocket folder (n.d.c) as follows: CED at 46.9 percent, ANR at 17.1 percent, EC/ED at 36.8 percent, 4-H at 25.5 percent, EE at 34.1 percent, CYF at 38.9 percent, and DEA at 21.6 percent. An N of 93 was obtained representing respondents use of the folder.

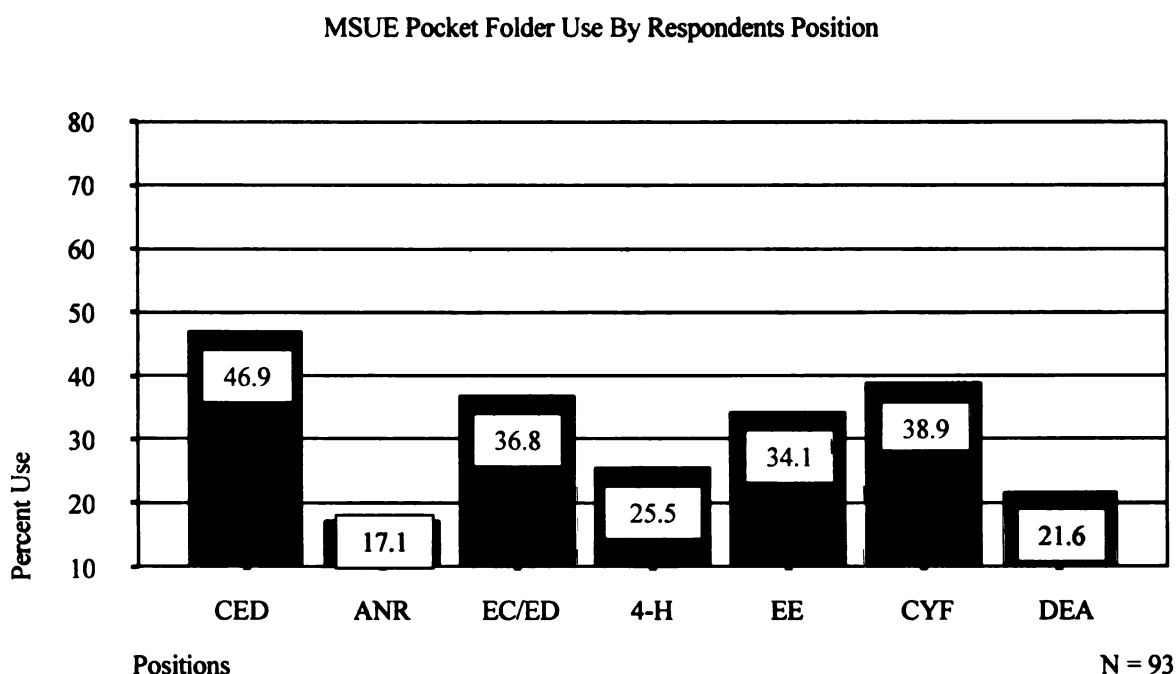


Figure 30. MSUE Pocket Folder Use By MSU Extension Agent Position

The Pearson Chi-Square statistic was used to determine significant differences exist between MSU Extension Agent positions regarding use of the MSU Extension pocket folder (n.d.) [ $p = .006$  sig.]. Table 23 provides a further breakdown of use of the pocket folder by MSU Extension Agent position.

Table 23. MSUE Pocket Folder Use By MSU Extension Agent Position

<b>Abbreviations/Positions</b>					
CED = County Extension Director					
ANR = Extension Agriculture and Natural Resources Agent					
EC/ED = Extension Community and/or Economic Development Agent					
4-H = Extension 4-H Youth Agent					
EE = Extension Educator					
CYF = Extension Children, Youth and Family Agent					
DEA = District Extension Agent					
ALL = All Positions					
<b>Statistics Key</b>					
N = Number, % = Percent					
<b>Level of Significance</b>					
Pearson Chi-Square [p = .006 Sig.]					
<b>Positions</b>	<b>N Yes</b>	<b>% Yes</b>	<b>N No</b>	<b>% No</b>	<b>N Total</b>
CED	30	46.9	34	53.1	64
ANR	13	17.1	63	82.9	76
EC/ED	7	36.8	12	63.2	19
4-H	14	25.5	41	74.5	55
EE	14	34.1	27	65.9	41
CYF	7	38.9	11	61.1	18
DEA	8	21.6	29	78.4	37
ALL	93	30.0	217	70.0	310

Findings have been presented with regard to demographics, product, pricing, placing and targeting, promotion, environment, marketing reports, county marketing packet materials, and marketing web site. Group means and the ANOVA Duncan range test were used to describe the findings for the sections of product, pricing, placing, promotion, environment, and marketing reports. Means by position for individual questionnaire items for the sections of product, pricing, placing and targeting, promotion, environment, and marketing reports are provided in Appendix K, Tables 24 - 90. Percentages by position for individual questionnaire items included in the county marketing packet and marketing web site sections are provided in Appendix L, Tables 91 - 110. Appendix M provides a list of responses given for item six, "other," which is question seven (major area of study completed with highest degree) under the demographic items section of the questionnaire.

Appendix N provides a listing of additional comments provided by respondents.

Conclusions, recommendations, and implications will be provided based on the findings.

## **CHAPTER V**

### **CONCLUSIONS**

The preceding chapters provided the introduction, literature review, methodology, and findings relative to perceptions of MSU Extension Agents on marketing MSU Extension. In this chapter, conclusions, recommendations, and implications are presented from the findings as follows: product, pricing, placing and targeting, promotion, environment, marketing reports, county marketing packet, marketing web site, and summary. A key factor in this research study involved determining where the differences existed between positions.

#### **Product Conclusions**

Collectively, MSU Extension Agents are described as often willing to perform, frequently prepared to perform, and occasionally performing during the past year skills considered important in marketing the product (programs and information) of MSU Extension to customers.

#### *Willing*

The DEA position responded as frequently willing to perform product skills while all remaining positions responded as often willing. The DEA position is significantly different from the positions of CYF, 4-H, EE, CED, and EC/ED. It is likely DEA position differences are attributed to the position having a wider geographic area of coverage, larger percentage of time specializing in an area of expertise, and serves customers with other positions being the initial point of contact.

### *Prepared*

The CED position responded as often prepared to perform product skills. The CED position is significantly different from the positions of DEA, ANR, CYF, and 4-H. CED position differences are likely attributed to the position having administrative responsibility. By design, it is likely the CED position demands an increased level of preparedness to perform skills in marketing the product of MSU Extension.

The DEA and ANR positions responded as occasionally prepared to perform product skills. Both the DEA and ANR positions are significantly different and unique from the remaining positions. DEA position differences are the same as those stated in the willing section. It is likely ANR position differences are attributed to being the more traditional and well-established position within the organization. Additionally, the position is composed of diverse disciplines within the areas of agriculture and natural resources.

### *Often (Performed)*

The EE position responded as frequently performing product skills during the past year. The EE position is significantly different from the positions of ANR, DEA, and 4-H. EE position differences are likely tied to respondents describing the family and consumer sciences program in relation to the MSU Extension product offering.

The CED position responded as frequently performing product skills as well. The CED position is significantly different from the ANR and DEA positions. CED position differences are likely attributed to the position having administrative responsibility. Inherently, the CED position requires advocating all MSU Extension programs.

Both the ANR and DEA positions responded as infrequently performing product skills during the past year. The ANR and DEA positions are significantly different and

unique from the other positions. ANR position differences are the same as those stated in the prepared section. DEA position differences are the same as those stated in the willing section.

### *Overall*

The group means for the product area exhibit a gradual downward trend in moving from willing to perform, prepared to perform, and concluding with frequency performed. The standard deviation exhibits a gradual widening trend in moving from willing to perform, prepared to perform, and concluding with frequency performed. As the standard deviation scores increase, variability or spread in the distribution of scores increases.

### **Product Recommendations**

The CED position is often willing, as well as often prepared to perform product skills. In the author's opinion, it is evident emphasis needs to be placed on bringing the remaining positions along to increase the level of preparedness and frequency in marketing the product of MSU Extension. According to M. R. Kovacic, Interim Marketing Director for MSU Extension (personal communication, November 7, 2000), the CED should view oneself as the overall marketing director for MSU Extension in their respective county.

In the author's opinion, a train-the-trainer program for the CED position needs to be implemented on marketing the product of MSU Extension. The CED position is crucial as it is the common link connecting the MSU Extension marketing director with the remaining MSU Extension Agent positions. The ultimate goal of the train-the-trainer program for the CED position would be to increase the level of preparedness and follow through of the remaining positions in marketing the product of MSU Extension.



## **Product Implications**

If the train-the-trainer program for the CED position is implemented, increased uniformity and consistency should be the expected end result in communicating and marketing the product of MSU Extension. According to Foerster et al., (2000), building “80 percent public awareness of the MSU Extension mission, goals, and programs” is a desired outcome.

If the CED position train-the-trainer program does not get implemented, one would expect the corollary to occur being lack of a uniform and consistent message in communicating and marketing the product of MSU Extension. One would expect lack of a uniform and consistent message to lead to an unclear image of the organization. Image is defined as “the set of beliefs, ideas, and impressions that a person holds regarding an object. People’s attitudes and actions toward an object are highly conditioned by that object’s image” (Kotler, 1997, p. 607). MSU Extension Agents would likely remain often willing to perform, frequently prepared to perform, and occasionally perform skills considered important in marketing the product (programs and information) of MSU Extension to customers.

## **Pricing Conclusions**

Collectively, MSU Extension Agents are described as often willing to perform, frequently prepared to perform, and occasionally performing during the past year skills considered important in pricing MSU Extension educational programs and information to customers.

### *Willing*

The positions of EE, DEA, and CYF responded as frequently willing to perform pricing skills while all remaining positions responded as often willing. The positions of EE, DEA, and CYF are significantly different from the EC/ED position. It is likely the EE and CYF positions may serve audiences where it is more difficult to charge for programs and information. The DEA position difference is likely attributed to being utilized as a resource in conjunction with other positions.

### *Prepared*

The CYF position responded as occasionally prepared to perform pricing skills while all remaining positions responded as frequently prepared. The CYF and EE positions are significantly different from the EC/ED and CED positions. The same reason applies as was stated in the willing section for the CYF and EE positions.

### *Often (Performed)*

All positions responded as occasionally performing pricing skills during the past year. None of the positions had significant differences.

### *Overall*

The group means for the pricing area exhibit a sharp downward trend in moving from willing to perform, prepared to perform, and concluding with frequency performed. The trend becomes more pronounced as MSU Extension Agents move from prepared to perform to frequency performed. The standard deviation exhibits a widening trend in moving from willing to perform, prepared to perform, and concluding with frequency performed. As the standard deviation scores increase, variability or spread in the distribution of scores increases.

## **Pricing Recommendations**

MSU Extension Agents are often willing to perform skills considered important in pricing MSU Extension educational programs and information to customers. However, respondents were only frequently prepared to do so and occasionally performed pricing skills during the past year. Initially, one would conclude education is needed on how to price MSU Extension programs and information to customers. However, the issue of pricing is much more complex than just providing training.

According to Weinberg and Lovelock (as cited in Kotler, 1982), non-profit organizations have four distinctive characteristics being multiple publics, multiple objectives, services rather than physical goods, and public scrutiny. MSU Extension is subject to all four characteristics. Therefore, it is important careful consideration be given relative to setting pricing objectives and strategies.

It is important MSU Extension as an organization consider its pricing objectives before informed decisions may be made on choosing pricing strategies. Kotler and Andreasen (1996) recommend doing research to reduce the uncertainty about pricing. In the author's opinion, MSU Extension needs to analyze its pricing objectives for each product (program) line being agriculture and natural resources, community and economic development, and children, youth and families. Due to the fact MSU Extension programs are segmented by product line (program area), pricing objectives and strategies will likely require segmenting as well. Once pricing objectives are established, pricing strategies may be considered then implemented. A review of individual items in the pricing section of the appendix should be considered when planning in-service education training for MSU Extension Agents.

## **Pricing Implications**

If MSU Extension as an organization determines its pricing objectives, then its pricing strategies, such action should place the organization in a position to communicate a more uniform and consistent message both internally and externally in pricing its educational programs and information to customers. If pricing objectives, then strategies are not addressed, the corollary would be expected to occur being confusion both internally and externally to the organization with regard to pricing. MSU Extension Agents would likely remain often willing to perform, frequently prepared to perform, and occasionally perform skills considered important in pricing MSU Extension educational programs and information to customers.

## **Placing and Targeting Conclusions**

Collectively, MSU Extension Agents are described as often willing to perform, often prepared to perform, and frequently performing during the past year skills considered important in placing and targeting MSU Extension educational programs and information to customers.

### *Willing*

The EE position responded as very often willing to perform placing and targeting skills while all remaining positions responded as often willing. The EE position is significantly different from the positions of DEA, ANR, 4-H, and CYF. The EE position likely serves customer groups that are more readily segmented and targeted compared to the DEA, ANR, 4-H, and CYF positions. Examples may include family nutrition, housing, and parenting customers. In addition, the educational programs and information (products) may tend to be more structured compared to the DEA, ANR, 4-H, and CYF positions.

### *Prepared*

All positions responded as often prepared to perform placing and targeting skills.

None of the positions posted significant differences.

### *Often (Performed)*

The EE and CYF positions responded as often performing placing and targeting skills during the past year. Both the EE and CYF positions are significantly different from the ANR position. It is likely both the EE and CYF positions tend to serve customer groups that are more readily segmented and targeted compared to the ANR position. In addition, the educational programs and information (products) may tend to be more structured compared to the ANR position.

### *Overall*

The group means for the placing and targeting area exhibit a gradual downward trend moving from willing to perform, prepared to perform, and concluding with frequency performed. The standard deviation exhibits a gradual widening trend in moving from willing to perform, prepared to perform, and concluding with frequency performed. As the standard deviation scores increase, variability or spread in the distribution of scores increases.

### **Placing and Targeting Recommendations**

For MSU Extension, placing and targeting tends to be program area specific. It is likely more education is needed for MSU Extension Agents with regard to segmentation and targeting of audiences.

According to Kotler and Andreasen (1996), customer-centered nonprofit organization managers should have “a predilection for segmentation” (p. 52). Segmentation

and targeting go hand-in-hand for customer-centered organizations. “In it the organization distinguishes between the different segments making up the market, chooses several of these segments to focus on, and develops market offers and marketing mixes tailored to meet the needs of each segment” (Kotler & Andreasen, 1996, p. 153).

For MSU Extension, segmenting and targeting audiences tends to make sense as the concepts are inherently designed to seek the most effective and efficient means possible in utilizing available resources in reaching customers. In this fashion, resources tend to be maximized in delivering educational programs and information to address critical community issues identified by advisory groups working closely with MSU Extension.

It would seem segmenting and targeting should be core skills expected of every MSU Extension Agent. The organization should consider preparing curriculum materials and providing instruction to MSU Extension Agents on segmenting and targeting audiences for educational program and information delivery. A review of individual items in the placing and targeting section included in the appendix should be considered when planning in-service education programs for MSU Extension Agents.

### **Placing and Targeting Implications**

Segmenting and targeting are important skills for employees of any customer-centered organization. If MSU Extension implements the placing and targeting recommendations, increased effectiveness and efficiency of MSU Extension Agents in segmenting and targeting audiences when delivering educational programming and information should be realized.

If MSU Extension elects not to implement the placing and targeting recommendations, the organization should expect MSU Extension Agents to continue

placing and targeting MSU Extension programs and information to customers on a frequent basis when in reality they could be segmenting and targeting on an often, or better yet, a very often basis.

### **Promotion Conclusions**

Collectively, MSU Extension Agents are described as often willing to perform, frequently prepared to perform, and occasionally performing during the past year skills considered important in managing the promotion of MSU Extension educational programs and information to customers.

#### *Willing*

All positions responded as often willing to perform promotion skills. None of the positions had significant differences.

#### *Prepared*

Both the CED and ANR positions responded as often prepared to perform promotion skills while all remaining positions responded as frequently prepared. The CED position is significantly different from the EE and CYF positions. The ANR position is significantly different from the CYF position.

It is likely the CED position differences are attributed to the position having administrative responsibility. By design, it is likely the position demands an increased level of preparedness to perform promotional skills in marketing MSU Extension.

It is likely ANR position differences are attributed to serving highly segmented customer groups with diverse interests, thereby requiring an increased level of preparedness in promoting programs and information.

### *Often (Performed)*

The CED position responded as frequently performing promotion skills during the past year. All remaining positions responded as occasionally performing promotion skills. The CED position is significantly different from the EE position. CED position differences are likely tied to the position having administrative responsibility. By design, it is likely the position demands an increased level of performing promotion skills in marketing MSU Extension.

### *Overall*

The group means for the promotion area exhibit a sharp downward trend in moving from willing to perform, prepared to perform, and concluding with frequency performed. The trend becomes more pronounced as respondents proceeded from prepared to perform to frequency performed.

### **Promotion Recommendations**

All of the positions are at about the same level within each respective means being willing to perform, prepared to perform, and frequency of performing skills considered important in the promotion section.

According to Warner (1993a), "Extension suffers from a reputation deficit" (p. 1). Stated yet another way, the reputation deficit may be described as Extension having an image problem (Jenkins, 1993). It is not a matter of Extension having a poor image (Jenkins, 1993). "The problem is they have no image at all (or only a very weak and fuzzy one) with certain vitally important groups that will have a significant impact on their future" (Jenkins, 1993, p. 1).



MSU Extension should be interested in image as, “a successful marketing effort ensures that everything about the organization – its programs, employees, volunteers, facilities, and actions – communicates a *uniform and consistently positive message*” (Foerster et al., 2000).

With regard to promotion, there appears to be a lack of follow through. MSU Extension Agents are described as often willing to perform, frequently prepared to perform, and occasionally performing during the past year skills considered important in promoting MSU Extension educational programs and information to customers. Due to the lack of follow through, it appears there is confusion among MSU Extension Agents when it comes to promoting MSU Extension programs and information and more specifically the image to portray. In effect it appears there is a pent-up demand on the part of MSU Extension Agents as they are often willing and frequently prepared to promote MSU Extension programs and information to customers, but lack a clear focus as to what message or messages to portray.

In the author’s opinion, it appears evident MSU Extension needs to develop a public relations plan in an effort to sharpen the focus of MSU Extension Agents when it comes to promoting the organization, thereby addressing the issue of image and refining the overall promotional effort. A public relations strategic plan is one such tool that may be used to accomplish this need (Kotler & Andreasen, 1996). Most of the information required to develop a public relations strategic plan is presented in the *Michigan State University Extension Marketing Action Plan* (Kovacik et al., 2000). A review of the individual items in the promotion section included in the appendix should be considered when planning marketing in-service education programs for MSU Extension Agents.

## **Promotion Implications**

If MSU Extension implements the promotion recommendations, the organization should expect to convey a clearer, refined, and controlled image to the public. At the same time, guidance would be provided to MSU Extension Agents on how to promote the organization as well as the messages conveyed to the public.

If MSU Extension elects not to implement the promotion recommendations, one should expect a continuation of the current situation of MSU Extension Agents being often willing to perform, frequently prepared to perform, and occasionally promoting MSU Extension educational programs and information.

## **Environment Conclusions**

Collectively, MSU Extension Agents are described as often willing to perform, frequently prepared to perform, and occasionally performing during the past year skills considered important in managing the environment MSU Extension operates in delivering educational programs and information to customers.

### *Willing*

All positions responded as often willing to perform environment skills.

### *Prepared*

All positions responded as frequently prepared to perform environment skills.

### *Often (Performed)*

The ANR position responded as infrequently performing environment skills, while all remaining positions responded as occasionally performing. The ANR position is significantly different from the positions of CYF, 4-H, CED, and EC/ED. ANR position

differences are attributed to the position being more traditional and well established within the organization.

### *Overall*

The group means for the environment area exhibit a downward trend moving from willing to perform, prepared to perform, and a sharp downward trend in moving to frequency performed. The standard deviation exhibits a gradual widening trend. As the standard deviation scores increase, variability or spread in the distribution of scores increases.

### **Environment Recommendations**

Managing the environment in which MSU Extension operates is both an internal and external issue for MSU Extension Agents. In the author's opinion, it appears more education is needed for MSU Extension Agents with regard to skills considered important in managing the environment MSU Extension operates to deliver educational programs and information to customers.

MSU Extension relies heavily upon County Extension Councils as well as program specific advisory groups for needs assessment, input, and guidance with the operation of nearly all program functions of the county Extension program.

Due to the importance of County Extension Councils and advisory groups to the overall environment which MSU Extension operates, it is important that MSU Extension Agents receive training to assist them in working with County Extension Councils and advisory groups. In the author's opinion, MSU Extension needs to develop curriculum and provide instruction on working with advisory groups to MSU Extension Agents.

Curriculum should include: utilizing strategic planning, identifying customer/community

needs, planning programs, implementing programs, evaluating programs, identifying resources, securing resources, managing resources, and in developing advocacy for MSU Extension. A review of the individual items in the environment section included in the appendix should be considered when planning marketing in-service education programs for MSU Extension Agents.

### **Environment Implications**

County Extension Councils and advisory groups are important to the operation of the county Extension program and provide an important link in managing the environment MSU Extension operates in delivering educational programs and information to customers. If MSU Extension implements the environment recommendations, the organization stands to potentially reap the benefits of increased support for MSU Extension programs by being more in touch with its customers and communities.

If MSU Extension elects not to implement the environment recommendations, the organization should expect a continuation of the current situation of MSU Extension Agents being often willing to perform, frequently prepared to perform, and occasionally performing skills considered important in managing the environment MSU Extension operates in delivering educational programs and information to customers when in reality they could be performing environment skills on an often, or better yet, a very often basis.

### **MSU Extension Marketing Reports Conclusions**

Respondents were asked to describe their level of familiarity with the contents of the *Michigan State University Extension Marketing Action Plan Draft October 1999* (Heinze et al., 1999) and the *Draft Citizen Awareness of Michigan State University Extension and the Michigan Agricultural Experiment Station Report to the MSU Extension Marketing Task*

*Force October 10, 2000* (Suvedi & Probyn, 2000). Conclusions, recommendations, and implications regarding the level of familiarity of MSU Extension Agents with regard to the reports follow.

#### *Marketing Action Plan Draft*

Collectively, MSU Extension Agents are described as somewhat familiar with the *Michigan State University Extension Marketing Action Plan Draft October 1999* (Heinze et al., 1999). The CED position responded as familiar with the action plan draft while all remaining positions responded as somewhat familiar. The CED position was significantly different and unique from all remaining positions. CED position differences are likely due to the administrative responsibilities of the position, and consequently having more exposure to the report compared to other positions.

#### *Marketing Task Force Draft*

Collectively, MSU Extension Agents are described as somewhat familiar with the *Draft Citizen Awareness of Michigan State University Extension and the Michigan Agricultural Experiment Station Report to the MSU Extension Marketing Task Force October 10, 2000* (Suvedi & Probyn, 2000). The CED position responded as moderately familiar. The CED position was significantly different and unique from all remaining positions. CED position differences are likely due to the administrative responsibilities of the position, and consequently having more exposure to the report compared to other positions.

#### *Overall*

The CED position posted higher means with regard to level of familiarity for both reports. This comes as no surprise as the CED position has administrative responsibility at

the county level for MSU Extension and has likely had more exposure to the reports compared to the remaining MSU Extension Agent positions.

### **MSU Extension Marketing Reports Recommendations**

As outlined previously in the product recommendations, implementing a train-the-trainer program for the CED position appears appropriate in assisting the remaining MSU Extension Agent positions in marketing the product of MSU Extension as well as increasing the level of familiarity with items pertinent to marketing the organization including the marketing reports.

### **MSU Extension Marketing Reports Implications**

If MSU Extension implements the train-the-trainer program for the CED position, remaining MSU Extension Agents level of familiarity with items pertinent to marketing the organization should increase.

If MSU Extension elects not to implement the train-the-trainer program for the CED position, the remaining MSU Extension Agent positions level of familiarity with items pertinent to marketing the organization should remain about the same.

### **MSU Extension County Marketing Packet And Web Site Conclusions**

A total of twenty items, ten items each, from the *Michigan State University Extension County Marketing Packet* (2000) and marketing web site (Marketing, 2000) were included in the questionnaire to determine if respondents were familiar with, prepared to use, and had used the items. One item from each was selected to feature in the findings and conclusions being the brochure *Bringing Knowledge to Life* (n.d.b) from the *Michigan State University Extension County Marketing Packet* (2000) and the Michigan State University Extension pocket folder (n.d.c) from the marketing web site (Marketing, 2000). The CED

position was most familiar, prepared to use, and had used both the brochure and pocket folder compared to all other positions.

### *Overall*

In both cases of the brochure and pocket folder, the CED position stands apart from the remaining positions in having a higher percentage of respondents being familiar, prepared, and having used both items compared to the remaining positions. In inspecting the remaining marketing packet and items accessible on the web site included in the appendix, the CED position clearly stands out as having a higher percentage of respondents familiar, prepared, and having used items included in both the county marketing packet and on the web site.

### **MSU Extension County Marketing Packet And Web Site Recommendations**

As outlined previously in the product recommendations, implementing a train-the-trainer program for the CED position appears appropriate in assisting the remaining MSU Extension Agent positions in marketing the product of MSU Extension. This recommendation applies as well to increasing the level of familiarity with items pertinent to marketing the organization including items in the *Michigan State University Extension County Marketing Packet* (2000) and on the marketing web site (Marketing, 2000).

### **MSU Extension County Marketing Packet And Web Site Implications**

If MSU Extension implements the train-the-trainer program for the CED position, remaining MSU Extension Agent positions should increase familiarity, preparedness to use, and use of the items included in the county marketing packet and on the web site would be the expected end result.

If MSU Extension elects not to implement the train-the-trainer program for the CED position, remaining MSU Extension Agent positions familiarity, preparedness to use, and use of items included in the county marketing packet and on the web site would be expected to remain relatively the same.

## **Summary**

This research study has provided an in-depth analysis of the perceptions of MSU Extension Agents regarding their willingness to perform, preparedness to perform, and frequency in performing skills in marketing MSU Extension. Familiarity with MSU Extension marketing reports, and familiarity, preparedness, and use of items included in the county marketing packet and on the MSU Extension marketing web site have been presented. Opportunities for further research, marketing expectations, nonprofit organization marketing, overall observations, and key recommendations will be presented.

## ***Opportunities For Further Research***

During this study, opportunities for further research became evident as follows:

1. A qualitative study of MSU Extension Agents with regard to their willingness, preparedness, and frequency in marketing MSU Extension. This would likely provide further explanation behind the quantitative numbers of this study.
2. A study of the perceptions of MSU Extension Program Associates and support staff regarding their willingness, preparedness, and frequency in marketing MSU Extension.
3. A study of the perceptions of MSU Extension Specialists and Administrators regarding their willingness, preparedness, and frequency in marketing MSU Extension.



4. A replication of this study in four to five years to compare progress made in regard to skills considered important for MSU Extension Agents to market educational programs and information to customers.
5. Conceptually, this study could be replicated by other state Extension organizations.

#### *Marketing Expectations*

Expectations should be established and communicated by the organization for all MSU Extension Agent positions with regard to marketing MSU Extension and the respective program areas. Marketing expectations should be included in position descriptions and made an integral part of employee appraisal.

#### *Nonprofit Organization Marketing*

Jenkins (1993) poses the question, “how many of our land grant communicators are well-read in the principles and practices of marketing for nonprofit organizations” (p. 3)? Courses should be offered at both the undergraduate and graduate levels on marketing agricultural and extension education organizations and programs to better prepare prospective as well as current MSU Extension Agents in the principles of marketing management.

#### *Overall Observations*

Two overall observations from the findings deserve mentioning as follows: response consistency of the 4-H position and MSU Extension Agent positions in general.

In every instance of being willing to perform, prepared to perform, and performing skills in the product, pricing, placing and targeting, promotion, and environment sections, the 4-H position mean fell in the same range as the overall mean for all MSU Extension Agent positions. This pattern of response consistency is likely due to respondents holding

the 4-H position being recruited from a wide variety of disciplines compared to the remaining MSU Extension Agent positions.

A general observation was made in moving from the product, pricing, placing and targeting, promotion, and environment sections was that all of the MSU Extension Agent positions tend to move up and down together across the sections in a somewhat consistent pattern. This pattern of response is likely attributed to MSU Extension using model position descriptions for developing and revising job descriptions within the organization. Therefore, it is likely similar skill sets are sought in identifying and selecting candidates when filling MSU Extension Agent positions.

#### *Key Recommendations*

Conclusions, recommendations, and implications have been stated for MSU Extension to consider as the organization moves forward with its marketing efforts. Key recommendations are as follows:

1. MSU Extension should consider implementing a train-the-trainer program for the CED position on marketing the product of MSU Extension.
2. MSU Extension should consider its pricing objectives before informed decisions may be made on choosing pricing strategies.
3. MSU Extension should consider preparing curriculum materials and providing instruction to MSU Extension Agents on segmenting and targeting audiences for educational program and information delivery.
4. MSU Extension should consider developing a public relations plan in an effort to sharpen the focus of MSU Extension Agents when it comes to promoting the organization, thereby addressing the issue of image and refining the promotional effort.

5. MSU Extension should consider developing curriculum and providing instruction on working with advisory groups to MSU Extension Agents.
6. Review individual items included in the appendices of this research study when planning marketing instruction for MSU Extension Agent positions.
7. Marketing expectations should be included in MSU Extension Agent position descriptions and made an integral part of employee appraisal.
8. Courses should be offered at both the undergraduate and graduate levels on marketing agricultural and extension education organizations and programs to better prepare prospective as well as current MSU Extension Agents in the principles of marketing management.

**MICHIGAN STATE**  
**UNIVERSITY**

**APPENDIX A**

December 22, 2000

**UNIVERSITY COMMITTEE ON RESEARCH  
INVOLVING HUMAN SUBJECTS**

**TO: Frederick WHIMS  
408 Agriculture Hall**

**LETTER OF APPROVAL**

**RE: IRB# 00-810 CATEGORY:1-C**

**APPROVAL DATE: December 21, 2000**

**TITLE: PERCEPTIONS OF MICHIGAN STATE UNIVERSITY EXTENSION COUNTY  
EXTENSION DIRECTORS AND EXTENSION AGENTS REGARDING THEIR  
PREPAREDNESS IN MARKETING MICHIGAN STATE UNIVERSITY  
EXTENSION**

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete and I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the **UCRIHS approved this project.**

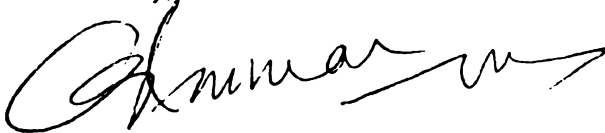
**RENEWALS:** UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Projects continuing beyond one year must be renewed with the green renewal form. A maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for a complete review.

**REVISIONS:** UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB# and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

**PROBLEMS/CHANGES:** Should either of the following arise during the course of the work, notify UCRIHS promptly: 1) problems (unexpected side effects, complaints, etc.) involving human subjects or 2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of further assistance, please contact us at 517 355-2180 or via email: [UCRIHS@msu.edu](mailto:UCRIHS@msu.edu). Please note that all UCRIHS forms are located on the web: <http://www.msu.edu/user/ucrihs>

Sincerely,



Ashir Kumar, MD  
Interim Chair, UCRIHS

AK: rj

cc: Hal Hudson  
503 Schoolcrest Ave.  
Clare, MI 48617-1153



**OFFICE OF  
RESEARCH  
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**University Committee on  
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APPENDIX B  
SURVEY INSTRUMENT

**MARKETING OF  
MICHIGAN STATE  
UNIVERSITY  
EXTENSION**

**2001 and Beyond**

**A Census Survey of  
MSU Extension Agents**

Department of  
ANR Education and Communication Systems  
College of Agriculture and Natural Resources  
Michigan State University  
East Lansing, MI 48824-1039

# MARKETING OF MICHIGAN STATE UNIVERSITY EXTENSION 2001 and Beyond A Census Survey of MSU Extension Agents

This survey assesses Extension Agents perceptions of marketing MSU Extension. We are interested in how these marketing-related skills relate to your role as a County Extension Director, Extension Agent, or District Extension Agent.



## Directions

- Read each statement carefully.
- Your responses should be reflective of your experiences marketing MSU Extension educational programs and information to customers.
- Circle the number you believe best describes your level of being willing, prepared, and how often you have done the skill within the past year.
  - Willing is defined as your level of being open (agreeable) to perform the skill.
  - Prepared is defined as your level of being ready to perform the skill.
  - How often is defined as the frequency you have done the skill within the past year.



## Example

Scale: 1=Never 2=Seldom 3=Infrequently 4=Occasionally 5=Frequently 6=Often 7=Very Often			
Skills considered important in marketing MSU Extension educational <b>programs</b> and <b>information</b> to customers:	Are you willing?	Are you prepared?	How often have you done? (past year only)
	1 = Never 7 = Very Often	1 = Never 7 = Very Often	1 = Never 7 = Very Often
1. Describing the expanded food and nutrition education program (EFNEP) mission.	1 2 3 4 5 <b>6</b> 7	1 2 3 4 5 <b>6</b> 7	1 2 3 <b>4</b> 5 6 7

In this example, the Agent indicated he/she was often willing, often prepared, and occasionally described the EFNEP program mission within the past year.



## PRODUCT (PROGRAMS AND INFORMATION)

Scale: 1=Never 2=Seldom 3=Infrequently 4=Occasionally 5=Frequently 6=Often 7=Very Often			
Skills considered important in marketing MSU Extension educational programs and information to customers:	Are you willing?  1 = Never 7 = Very Often	Are you prepared?  1 = Never 7 = Very Often	How often have you done? (past year only) 1 = Never 7 = Very Often
1. Describing the MSU Extension mission.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2. Describing the agriculture and natural resources (ANR) program mission.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3. Describing the Extension community and economic development (ECED) program mission.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4. Describing the children, youth and families (CYF) program mission.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5. Describing the 4-H youth program mission.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6. Describing the family and consumer sciences (FCS) program mission.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7. Describing the family nutrition program (FNP) mission.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. Describing the land grant university mission.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. Describing the Area of Expertise (AOE) concept to customers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Evaluating programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Describing program impact.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Describing the impact of MSU Extension.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

## PRICING

Scale: 1=Never 2=Seldom 3=Infrequently 4=Occasionally 5=Frequently 6=Often 7=Very Often			
Skills considered important in pricing MSU Extension educational programs and information to customers:	<b>Are you willing?</b>  1 = Never 7 = Very Often	<b>Are you prepared?</b>  1 = Never 7 = Very Often	<b>How often have you done? (past year only)</b> 1 = Never 7 = Very Often
1. Preparing budgets before offering programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2. Determining prices to charge for programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3. Analyzing prices charged by other organizations for programs similar to those in your program area.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4. Figuring breakeven price to charge for programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5. Assessing target customers ability to pay for programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6. Identifying sponsors to help defray program costs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7. If program fees are a deterrent, determining how to make the fee structure more attractive to customers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. Asking customers if the fee was correct for the program/information received.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. Using nominal fees to obtain customer commitment to participate in programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Structuring programs to create a surplus (revenues exceed expenditures).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7



## PLACING AND TARGETING

Scale: 1=Never 2=Seldom 3=Infrequently 4=Occasionally 5=Frequently 6=Often 7=Very Often			
Skills considered important in placing and targeting MSU Extension educational programs and information to customers:	Are you willing?  1 = Never 7 = Very Often	Are you prepared?  1 = Never 7 = Very Often	How often have you done? (past year only) 1 = Never 7 = Very Often
1. Assessing customer demand for programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2. Considering educational level of target customers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3. Considering diversity of target customers when planning programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4. Considering location of target customers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5. Considering accessibility of facilities for customers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6. Considering convenience of location for customers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7. Asking customers if the location for offering programs was convenient.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. Considering transportation barriers of customers when planning programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. Conducting program needs assessment with customer/stakeholder groups.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Considering customers availability to participate when planning programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Targeting customer groups for delivering programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Designing programs so they are unique when compared to those offered by other agencies/organizations.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7



## PROMOTION

Scale: 1=Never 2=Seldom 3=Infrequently 4=Occasionally 5=Frequently 6=Often 7=Very Often														
Skills considered important in managing the promotion of MSU Extension educational programs and information to customers:	Are you willing?			Are you prepared?			How often have you done? (past year only)							
	1 = Never 7 = Very Often			1 = Never 7 = Very Often			1 = Never 7 = Very Often							
1. Speaking to groups.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2. Using word processing software in preparing written materials.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3. Preparing presentations for groups using presentation software.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4. Giving presentations to groups using presentation software.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5. Using electronic mail to promote programs.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6. Considering design of program materials.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7. Referring customers to the MSU Extension web site to obtain information.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8. Designing web pages promoting MSU Extension programs/information.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9. Using compact discs to retrieve information to fulfill customer requests.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10. Writing newsletters promoting MSU Extension programs.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11. Writing news releases promoting MSU Extension programs.	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Scale: 1=Never 2=Seldom 3=Infrequently 4=Occasionally 5=Frequently 6=Often 7=Very Often			
Skills considered important in managing the <b>promotion</b> of MSU Extension educational programs and information to customers:	<b>Are you willing?</b>  1 = Never 7 = Very Often	<b>Are you prepared?</b>  1 = Never 7 = Very Often	<b>How often have you done?</b> <b>(past year only)</b> 1 = Never 7 = Very Often
12. Delivering radio programs promoting MSU Extension programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13. Appearing on television promoting MSU Extension programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
14. Fostering favorable relations with the news media.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15. Promoting the fact that MSU Extension is in every county in Michigan.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
16. Using the satellite downlink to conduct programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
17. Promoting all MSU Extension programs as a unified package.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7



## ENVIRONMENT (INTERNAL AND EXTERNAL)

Scale: 1=Never 2=Seldom 3=Infrequently 4=Occasionally 5=Frequently 6=Often 7=Very Often			
Skills considered important for Extension Agents to manage the <b>environment</b> MSU Extension operates in to deliver educational programs and information to customers:	<b>Are you willing?</b>  1 = Never 7 = Very Often	<b>Are you prepared?</b>  1 = Never 7 = Very Often	<b>How often have you done?</b> <b>(past year only)</b> 1 = Never 7 = Very Often
1. Describing MSU Extension's role in public policy education.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2. Utilizing strategic planning.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3. Involving advisory groups in identifying customer/community needs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

<b>Scale:</b> 1=Never 2=Seldom 3=Infrequently 4=Occasionally 5=Frequently 6=Often 7=Very Often			
<b>Skills considered important for Extension Agents to manage the environment MSU Extension operates in to deliver educational programs and information to customers:</b>	<b>Are you willing?</b>  1 = Never 7 = Very Often	<b>Are you prepared?</b>  1 = Never 7 = Very Often	<b>How often have you done? (past year only)</b> 1 = Never 7 = Very Often
4. Involving advisory groups in planning programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5. Involving advisory groups in implementing programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6. Involving advisory groups in evaluating programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7. Involving advisory groups in identifying resources.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. Involving advisory groups in securing resources.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. Involving advisory groups in managing resources.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Involving advisory groups as advocates of MSU Extension.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Describing the organizational structure of MSU Extension.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Describing the funding sources of MSU Extension.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13. Responding to changes in the market for programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
14. Analyzing programs offered by other organizations similar to those offered in your program area.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15. Analyzing risks in offering programs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
16. Responding to County Commission requests.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7



## MSU EXTENSION MARKETING REPORTS

Circle the number you believe describes your level of familiarity with the contents of the following MSU Extension marketing reports.

Scale: 1=Not Familiar 2=Slightly Familiar 3=Somewhat Familiar 4=Moderately Familiar 5=Familiar 6=Very Familiar 7=Extremely Familiar	
MSU Extension Marketing Reports:	<b>How familiar are you?</b> 1 = Not Familiar 7 = Extremely Familiar
1. "Michigan State University Extension Marketing Action Plan Draft October 1999"	1 2 3 4 5 6 7
2. "Citizen Awareness of Michigan State University Extension and the Michigan Agricultural Experiment Station Report to the MSU Extension Marketing Task Force Draft October 10, 2000"	1 2 3 4 5 6 7



## MSU EXTENSION COUNTY MARKETING PACKET

Circle one response in each column. The first column asks are you familiar with the item, the second column asks are you prepared to use the item, and the third column asks have you used the item.

Scale: N=NO, Y=YES			
Items included in the MSU Extension County Marketing Packet:	Are you familiar?	Are you prepared to use?	Have you used?
	N = NO Y = YES	N = NO Y = YES	N = NO Y = YES
1. Intro. – Letting People Know Who We Are!	N Y	N Y	N Y
2. Fab Five for County MSUE Offices	N Y	N Y	N Y
3. MSU Ext. Co. Marketing Survey Instructions	N Y	N Y	N Y
4. MSU Extension County Marketing Survey	N Y	N Y	N Y
5. Action Planning Checklist	N Y	N Y	N Y
6. Marketing Action Plan	N Y	N Y	N Y
7. Bringing Knowledge to Life Brochure	N Y	N Y	N Y
8. Marketing Ext. through Educational Programs	N Y	N Y	N Y
9. Your Role in Marketing MSU Extension: A Guide for Extension Council Members	N Y	N Y	N Y
10. Building Strong Relationships With Public Officials	N Y	N Y	N Y



## MSU EXTENSION MARKETING WEB SITE

Circle one response in each column. The first column asks are you familiar with the item, the second column asks are you prepared to use the item, and the third column asks have you used the item.

Scale: N=NO, Y=YES			
Items on the MSU Extension Marketing Web Site:	Are you familiar? N = NO Y = YES	Are you prepared to use? N = NO Y = YES	Have you used? N = NO Y = YES
1. Positioning Statement & Marketing Objectives	N Y	N Y	N Y
2. What is Marketing? (Description)	N Y	N Y	N Y
3. Presentation Aides	N Y	N Y	N Y
4. Graphics Standards Guidelines	N Y	N Y	N Y
5. MSUE Marketing Tagline with Music	N Y	N Y	N Y
6. Fab Five Marketing Items for County Offices	N Y	N Y	N Y
7. Phone Book Examples	N Y	N Y	N Y
8. Extension Council Presentation	N Y	N Y	N Y
9. MSUE Marketing Insert Card	N Y	N Y	N Y
10. MSUE Pocket Folder	N Y	N Y	N Y



## DEMOGRAPHIC ITEMS

Circle only one response under each question.

1. Please indicate your gender.

- 1 MALE
- 2 FEMALE

2. How many years of work experience do you have with MSU Extension?

- 1 0-5 YEARS
- 2 6-10 YEARS
- 3 11-15 YEARS
- 4 16-20 YEARS
- 5 21-25 YEARS
- 6 26-30 YEARS
- 7 31-35 YEARS
- 8 OVER 35 YEARS

3. Which program assignment represents the largest percentage of your time?  
(circle only one response)
  - 1 AGRICULTURE AND NATURAL RESOURCES (ANR)
  - 2 EXT. COMMUNITY AND ECONOMIC DEVELOPMENT (ECED)
  - 3 FAMILY AND CONSUMER SCIENCES (FCS)
  - 4 4-H YOUTH DEVELOPMENT (4-H)
  
4. Which best describes the position you hold? (circle only one response)
  - 1 COUNTY EXTENSION DIRECTOR
  - 2 EXT. AGRICULTURE AND NATURAL RESOURCES AGENT
  - 3 EXT. COMMUNITY AND/OR ECONOMIC DEVELOPMENT AGENT
  - 4 EXTENSION 4-H YOUTH AGENT
  - 5 EXTENSION EDUCATOR, FAMILY AND CONSUMER SCIENCES
  - 6 EXTENSION CHILDREN, YOUTH AND FAMILY AGENT
  - 7 DISTRICT EXTENSION AGENT
  
5. According to your position (job) description, which best describes the geographic area of coverage of your responsibilities? (circle only one response)
  - 1 SINGLE-COUNTY
  - 2 MULTI-COUNTY
  
6. What is the highest level of education you have attained? (circle only one response)
  - 1 BACHELORS DEGREE
  - 2 SOME GRADUATE TRAINING
  - 3 MASTERS DEGREE
  - 4 GRADUATE TRAINING BEYOND MASTERS DEGREE
  - 5 DOCTORATE DEGREE
  
7. Which best describes the major area of study completed with your highest degree?
  - 1 AGRICULTURE—Includes Agricultural Economics, Agricultural Engineering, Agronomy, Animal Science, Dairy Science, Horticulture, or Poultry Science.
  - 2 EDUCATION—Includes Adult and Continuing Education, Agricultural Education, Environmental Education, Extension Education, Family and Consumer Sciences Education, or General Education.
  - 3 FAMILY AND CONSUMER SCIENCES—Includes Family Resource Management, Food/Nutrition/Health, Food Safety, Human Development, and Housing.
  - 4 NATURAL RESOURCES OR BIOLOGY—Includes Biochemistry, Ecology, Entomology, Fisheries and Wildlife, Forestry, or Plant Pathology.
  - 5 SOCIAL SCIENCE—Includes Community Development, Economic Development, Psychology, Resource Development, Rural Sociology, Sociology, or Youth Studies.
  - 6 OTHER—Please specify: \_\_\_\_\_

Thank you for taking time to complete this questionnaire. Your assistance in providing this information is greatly appreciated. Please feel free to share any additional comments you feel would be appropriate for this study.

Please return your completed survey in the enclosed postage-paid envelope to:

Hal Hudson  
MSU Extension Marketing Survey  
P.O. Box 375  
Clare, MI 48617-0375



## APPENDIX C

### PANEL OF EXPERTS FOR VALIDITY COVER LETTER

January 31, 2001

«First\_Name» «Last\_Name»  
«Position»  
«Street\_Address»  
«City\_State\_Zip»

Dear «Salutation»:

On behalf of MSU Extension and in partial fulfillment of requirements for the degree of Ph.D. with the Department of ANR Education & Communication Systems, I am preparing to conduct a survey.

Purpose of the survey is to assess and analyze perceptions of Extension Agents regarding their preparedness, willingness, and consistency in marketing MSU Extension. The term Extension Agents includes County Extension Directors, Extension Agents regardless of program assignment, and District Extension Agents. The survey also assesses familiarity, preparedness, and use of MSU Extension marketing materials included in the county marketing packet and on the marketing web site.

I need your help. I have identified you as a resource professional to serve on my panel of experts to review the enclosed instrument for face and content validity. Simply stated, validity asks, does the instrument measure what it is supposed to measure? I am interested in obtaining input from you on the following items:

- Does the instrument assess preparedness, willingness, and consistency of Extension Agents in marketing MSU Extension?
- Are there items that should be phrased differently to make the instrument easier to complete?
- Are there questions that should be eliminated and perhaps others added?
- Are the instructions clear, concise, and easy to understand?

For your convenience, I have included my research objectives on the reverse side of this letter. Each item on the questionnaire should be able to be traced back to one of the objectives.

It is not necessary for you to complete the instrument, unless you find it helpful in providing your analysis. I have included your name on the back page of the instrument should I need further details.

Please feel free to write your comments directly on the instrument. There is also room on the back page for comments. If necessary, you may wish to include an additional sheet. I have included a self addressed stamped envelope for return of the questionnaire and up to one additional sheet.

I ask that you please provide your analysis of the instrument and return it to me by Friday, February 9, 2001. If you have any questions or wish to get in touch with me, I may be reached at (517) 386-9337 or by e-mail at hudson@msue.msu.edu.

Thank you for your consideration of my request. I greatly appreciate your assistance.

Sincerely,

Hal Hudson  
Graduate Student in Agricultural and Extension Education

## APPENDIX D

### PILOT TEST GROUP FOR RELIABILITY COVER LETTER

February 21, 2001

«First\_Name\_2» «Last\_Name»  
«Office\_Name»  
«Street\_Address»  
«City\_State\_Zip»

Dear «First\_Name\_1»:

On behalf of MSU Extension and in partial fulfillment of requirements for the degree of Ph.D., with the Department of ANR Education & Communications Systems, I am preparing to conduct a survey.

Purpose of the survey is to assess and analyze perceptions of Extension Agents regarding their willingness, preparedness, and frequency (how often) they market MSU Extension. The term Extension Agents includes County Extension Directors, Extension Agents regardless of program assignment, and District Extension Agents. The survey also assesses familiarity, preparedness, and use of MSU Extension marketing materials included in the county marketing packet and on the marketing web site.

I need your help. You are one of a select group of resource professionals I am asking to serve as part of my pilot test group. In order to qualify for this group, you had to previously serve as an Extension Agent and currently serve in another capacity with MSU Extension.

What I am asking you to do is imagine you are back in your role as an Extension Agent. Now that you are there, I ask for your help by completing and returning the enclosed questionnaire.

By completing and returning this survey, this indicates your consent to be part of the pilot test of this research project. Your participation is voluntary and at any time during completion of the questionnaire, you may decline to respond to any given item. If you choose not to participate in this study or only partially participate, it will result in no harm or adverse effect on you.

Your responses are confidential and will be tested for content validity and reliability. The return envelope and questionnaire have an identification number that enables your name to be checked off the mailing list when the questionnaire is returned. The envelope will then be discarded. Your name will never be placed onto the completed questionnaire. The confidentiality of your response will be maintained to the maximum extent permissible by law. If you are interested in receiving a summary of the research results, please check the box on the back of the envelope.

If you have questions regarding this study, please do not hesitate to contact me. I am currently on study leave conducting the research phase of this project and may be reached at (517) 386-9337 or by e-mail at [hudson@msue.msu.edu](mailto:hudson@msue.msu.edu). If you have any questions about the rights of human subjects in research, direct your inquiry to Dr. David Wright, Chair, Michigan State University Committee on Research Involving Human Subjects, (517) 355-2180.

I appreciate your interest and involvement in this study. Please accept the enclosed \$1.00 incentive as a small token of my appreciation for your time. I ask that you please complete and return the questionnaire in the enclosed self addressed stamped envelope by Friday, March 2, 2001. Thank you for your assistance.

Sincerely,

Hal Hudson  
Graduate Student in Agricultural and Extension Education

## APPENDIX E

### INTRODUCTORY LETTER TO STUDY POPULATION

March 26, 2001

«First\_Name\_2» «Last\_Name»

«Office\_Name»

«Street»

«City\_State\_Zip»

Dear «First\_Name\_1»:

Your expertise is needed in an important research study!

Within the next week, you will receive a packet of information requesting your participation in a study entitled “Marketing of Michigan State University Extension: 2001 and Beyond.” This study takes the form of a census, meaning all, County Extension Directors, Extension Agents, and District Extension Agents are being surveyed.

This survey is being conducted to assess MSU Extension Agents perceptions of marketing MSU Extension. This research study is one that comes at an important time for MSU Extension and is designed to coincide with the ongoing organizational efforts in marketing.

Please look for the questionnaire to arrive in your mailbox. I ask that you please take a few minutes of your time to complete the questionnaire and return it to me.

Thank you in advance for your assistance and cooperation.

Sincerely,

Hal Hudson  
Graduate Student in Agriculture and Extension Education

## APPENDIX F

### E-MAIL MESSAGES CONVEYING SUPPORT

Return-Path: <bethel@msue.msu.edu>  
X-Sender: bonofigb/msue.msu.edu@pop3.norton.antivirus  
Date: Fri, 30 Mar 2001 16:15:23 -0500  
To: CEDs@msue.msu.edu, EANRAgents@msue.msu.edu,  
4Hoffcampus@msue.msu.edu, AOE\_ECON\_DEV@msue.msu.edu,  
AOE\_COMM\_DEV@msue.msu.edu, counties@msue.msu.edu  
From: Maggie Bethel <bethel@msue.msu.edu>  
Subject: Marketing MSU Extension: 2001 and Beyond Research Study  
X-AntiVirus: scanned for viruses by AMaViS 0.2.1 (<http://amavis.org/>)

To: County Extension Directors, Extension Agents (all programs), and  
District Extension Agents

From: Maggie Bethel  
Acting Director of Extension

Date: March 28, 2001

Re: Marketing of Michigan State University Extension 2001 and Beyond  
Research Project

Hal Hudson, Graduate Student in Agriculture and Extension Education in  
the Department of ANR Education & Communication Systems at Michigan  
State University is conducting an important research study entitled  
"Marketing of Michigan State University Extension 2001 and Beyond: A  
Census Survey of MSU Extension Agents.

As mentioned, this study takes the form of a census, meaning all,  
County Extension Directors, Extension Agents (regardless of program  
responsibilities), and District Extension Agents are being surveyed.  
In order to be included in the study population, you would have had to  
been on staff as of February 1, 2001.

As Acting Director of Extension and on behalf of the Associate  
Directors and Regional Directors, I want to let you know of our full  
support for the study. All data gathered from this study will be used  
to further plan and guide our organizational marketing efforts. The  
survey assesses Extension Agents perceptions of marketing MSU  
Extension.

This week, you will be receiving an introductory letter about the  
research project and next week you will receive your questionnaire in  
the mail. Please take 15-20 minutes of your time to complete the  
questionnaire and return it in the self-addressed stamped envelope. It  
is imperative we have a good response rate to the survey. Please make  
completing the survey a priority.

If you have any questions concerning the project, you may contact Hal  
Hudson, County Extension Director at MSU Extension-Clare County at  
(517) 539-7805 or by e-mail at [HUDSON@msue.msu.edu](mailto:HUDSON@msue.msu.edu). Thank you in  
advance for your support of this most important research project.

>From majordom Wed Apr 4 16:08:02 2001  
Return-Path: <owner-eanragents>  
X-Authentication-Warning: msue.msue.msu.edu: majordom set sender to owner-eanragents using -f  
X-Sender: kovacicm@msue.msu.edu  
Date: Wed, 04 Apr 2001 14:32:46 -0700  
To: CEDs@msue.msue.msu.edu, EANRAgents@msue.msue.msu.edu,  
EHEAgents@msue.msue.msu.edu, 4Honcampus@msue.msue.msu.edu,  
AOE\_ECON\_DEV@msue.msue.msu.edu, AOE\_COMM\_DEV@msue.msue.msu.edu,  
counties@msue.msue.msu.edu  
From: "Michael R. Kovacic" <kovacicm@msue.msu.edu>  
Subject: Support for Marketing Study  
Sender: owner-eanragents  
X-AntiVirus: scanned for viruses by AMaViS 0.2.1 (<http://amavis.org/>)

Greetings!

This week (April 2 - 6, 2001) you should receive a survey packet in the mail entitled "Marketing of Michigan State University Extension 2001 and Beyond: A Census Survey of MSU Extension Agents." This study takes the form of a census, meaning all, County Extension Directors, Extension Agents, Extension Educators and District Extension Agents on staff as of February 1, 2001 are being surveyed.

Hal Hudson, Graduate Student in Agricultural and Extension Education in the Department of ANR Education & Communication Systems at Michigan State University is conducting the research in partial fulfillment of the requirements for his Ph.D.

Hal has worked with me extensively to help ensure his efforts coincide with our organizational efforts in marketing MSU Extension.

The survey is designed to take an in-depth look at the skills of Extension Agents in marketing MSU Extension. Data gathered from this study will be used to further plan and guide our organizational efforts in marketing MSU Extension.

I just want to further emphasize the importance of this survey to our overall marketing efforts. Please take 15-20 minutes of your time to complete the questionnaire and return it in the self-addressed stamped envelope. It is imperative we have a good response rate to the survey. Please make completing the survey a priority.

If you have any questions concerning the project, you may contact Hal Hudson, County Extension Director at MSU Extension-Clare County at (517) 539-7805 or by e-mail at [HUDSON@msue.msu.edu](mailto:HUDSON@msue.msu.edu).

Thank you for your support of this most important research project.

Mike Kovacic, Regional Director  
MSU Extension  
East Central Region  
2013 W. Wackerly Street  
Midland, MI 48640-2592

(517)839-8540

*Bringing Knowledge to Life!*

Return-Path: <kovacim@msue.msu.edu>  
X-Sender: kovacicm@msue.msu.edu  
Date: Wed, 04 Apr 2001 14:48:59 -0700  
To: 4Hoffcampus@msue.msu.edu  
From: "Michael R. Kovacic" <kovacim@msue.msu.edu>  
Subject: Support for Marketing Study  
Cc: hudson@msue.msu.edu  
X-AntiVirus: scanned for viruses by AMaViS 0.2.1 (<http://amavis.org/>)

Greetings,

This week (April 2 - 6, 2001) you should receive a survey packet in the mail entitled "Marketing of Michigan State University Extension 2001 and Beyond: A Census Survey of MSU Extension Agents." This study takes the form of a census, meaning all, County Extension Directors, Extension Agents, Extension Educators and District Extension Agents on staff as of February 1, 2001 are being surveyed.

Hal Hudson, Graduate Student in Agricultural and Extension Education in the Department of ANR Education & Communication Systems at Michigan State University is conducting the research in partial fulfillment of the requirements for his Ph.D.

Hal has worked with me extensively to help ensure his efforts coincide with our organizational efforts in marketing MSU Extension.

The survey is designed to take an in-depth look at the skills of Extension Agents in marketing MSU Extension. Data gathered from this study will be used to further plan and guide our organizational efforts in marketing MSU Extension.

I just want to further emphasize the importance of this survey to our overall marketing efforts. Please take 15-20 minutes of your time to complete the questionnaire and return it in the self-addressed stamped envelope. It is imperative we have a good response rate to the survey. Please make completing the survey a priority.

If you have any questions concerning the project, you may contact Hal Hudson, County Extension Director at MSU Extension-Clare County at (517) 539-7805 or by e-mail at [hudson@msue.msu.edu](mailto:hudson@msue.msu.edu).

Thank you for your support of this most important research project.

Mike Kovacic, Regional Director  
MSU Extension  
East Central Region  
2013 W. Wackerly Street  
Midland, MI 48640-2592

(517) 839-8540

*Bringing Knowledge to Life!*

## APPENDIX G

### INITIAL QUESTIONNAIRE COVER LETTER

April 2, 2001

«First\_Name\_2» «Last\_Name»

«Office\_Name»

«Street»

«City\_State\_Zip»

Dear «First\_Name\_1»:

On behalf of Michigan State University Extension and in partial fulfillment of requirements for the degree of Ph.D. with the Department of ANR Education & Communications Systems, I am conducting a survey.

Purpose of the survey is to assess and analyze perceptions of MSU Extension Agents regarding their willingness, preparedness, and frequency (how often) they market MSU Extension. This study takes the form of a census, meaning all County Extension Directors, Extension Agents, and District Extension Agents on staff as of February 1, 2001 are being surveyed. The survey also assesses familiarity, preparedness, and use of marketing materials included in the county marketing packet and on the marketing web site.

This study is one that comes at an important time for our organization and is one I hope will play an important role in assessing and analyzing our organization's preparedness as we market MSU Extension. As a County Extension Director, Extension Agent, or District Extension Agent, you have important insight into your preparation and the organization's in marketing MSU Extension.

For MSU Extension to effectively chart future marketing directions, your participation in this study is essential. It is important for you to complete and return the questionnaire in the enclosed self-addressed stamped envelope by **Friday, April 13, 2001**. It should take you only 15 – 20 minutes to respond.

Completing and returning this survey indicates your consent to be part of this research project. Your participation is voluntary and at any time during completion of the questionnaire, you may decline to respond to any given item. If you choose not to participate in this study or only partially participate, it will result in no harm or adverse effect on you.

Be assured that your responses will remain completely confidential. The return envelope and questionnaire have an identification number that enables your name to be checked off the mailing list when the questionnaire is returned. The envelope will then be discarded. Your name will never be placed onto the completed questionnaire. The confidentiality of your response will be maintained to the maximum extent permissible by law. If you are interested in receiving a summary of the research results, please check the box on the back of the envelope.

If you have questions regarding this study, please do not hesitate to contact me. I may be reached at MSU Extension—Clare County at (517) 539-7805 or by e-mail at [HUDSON@msue.msu.edu](mailto:HUDSON@msue.msu.edu). If you have any questions about the rights of human subjects in research, direct your inquiry to Dr. David Wright, Chair, Michigan State University Committee on Research Involving Human Subjects, (517) 355-2180.

I appreciate your interest and involvement in this study. Please accept the enclosed \$1.00 incentive as a small token of my appreciation for your time. Thank you for your assistance.

Sincerely,

Hal Hudson

Graduate Student in Agriculture and Extension Education

APPENDIX H  
FIRST FOLLOW UP LETTER

April 9, 2001

«First\_Name\_2» «Last\_Name»  
«Office\_Name»  
«Street»  
«City\_State\_Zip»

Dear «First\_Name\_1»:

Last week, a questionnaire seeking your input about Marketing of Michigan State University Extension 2001 and Beyond: A Census Survey of MSU Extension Agents was mailed to you. As a County Extension Director, Extension Agent, Extension Educator, or District Extension Agent, your opinions are important.

If you have already completed and returned the questionnaire, please accept my sincere thanks. If not, please find the time to complete the questionnaire today.

This study has the potential to be very useful to future planning efforts related to marketing MSU Extension. Your input will help frame direction and enhance on-going marketing efforts of our organization.

If you did not receive a questionnaire or if it was misplaced, please call me at (517) 539-7805 or e-mail me at [HUDSON@MSUE.MSU.EDU](mailto:HUDSON@MSUE.MSU.EDU). Another packet will be mailed to you immediately.

Again, thank you for your assistance with this most important research study.

Sincerely,

Hal Hudson  
Graduate Student in Agriculture and Extension Education



APPENDIX I

SECOND FOLLOW UP LETTER

April 23, 2001

«First\_Name\_2» «Last\_Name»  
«Office\_Name»  
«Street»  
«City\_State\_Zip»

Dear «First\_Name\_1»:

About three weeks ago I wrote to you seeking your opinion on Marketing of Michigan State University Extension. As of today, I have not received your completed questionnaire.

I chose to pursue this study due to my interest in helping our organization assess and analyze perceptions of MSU Extension Agents regarding their willingness, preparedness, and frequency (how often) they market MSU Extension. Familiarity, preparedness, and use of marketing materials included in the county marketing packet and on the marketing web site are also assessed. This study is a census, meaning all County Extension Directors, Extension Agents, Extension Educators, and District Extension Agents on staff as of February 1, 2001 are being surveyed.

I am writing you again because of the significance each questionnaire has to the usefulness of this study. In order to accurately describe the perceptions of MSU Extension Agents with regard to marketing, your response is important. Results from this study will be used to help chart future marketing directions for our organization.

In the event your questionnaire has been misplaced, I have enclosed a replacement. If you have already completed and returned the questionnaire, please accept my sincere thanks and do not respond a second time.

Completing and returning this survey indicates your consent to be part of this research project. Your participation is voluntary and at any time during completion of the questionnaire, you may decline to respond to any given item. If you choose not to participate in this study or only partially participate, it will result in no harm or adverse effect on you.

Be assured that your responses will remain completely confidential. The return envelope and questionnaire have an identification number that enables your name to be checked off the mailing list when the questionnaire is returned. The envelope will then be discarded. Your name will never be placed onto the completed questionnaire. The confidentiality of your response will be maintained to the maximum extent permissible by law. If you are interested in receiving a summary of the research results, please check the box on the back of the return envelope.

If you have questions regarding this study, please do not hesitate to contact me. I may be reached at MSU Extension—Clare County at (517) 539-7805 or by e-mail at [HUDSON@msue.msu.edu](mailto:HUDSON@msue.msu.edu). If you have any questions about the rights of human subjects in research, direct your inquiry to Dr. David Wright, Chair, Michigan State University Committee on Research Involving Human Subjects, (517) 355-2180.

I greatly appreciate your cooperation, interest, and involvement in this study. Thanks!

Sincerely,

Hal Hudson  
Graduate Student in Agriculture and Extension Education

## APPENDIX J

### THIRD AND FINAL FOLLOW UP LETTER

May 21, 2001

«First\_Name\_2» «Last\_Name»  
«Office\_Name»  
«Street»  
«City\_State\_Zip»

Dear «First\_Name\_1»:

The time is rapidly approaching to bring the data-gathering phase of the Marketing of Michigan State University Extension research study to a close. About seven weeks ago, I initially wrote to you seeking your input. As of today, I have not received your completed questionnaire.

The large number of questionnaires returned is very encouraging. With this study being a census, each questionnaire has significance, usefulness, and importance. Results from this study will be used to help chart future marketing directions for our organization.

In the event your questionnaire has been misplaced, I have enclosed a replacement. I ask that you please complete the questionnaire and return it in the enclosed self-addressed stamped envelope immediately, but no later than **Friday, June 8, 2001**.

I chose to pursue this study due to my interest in helping our organization assess and analyze perceptions of MSU Extension Agents regarding their willingness, preparedness, and frequency (how often) they market MSU Extension. Familiarity, preparedness, and use of marketing materials included in the county marketing packet and on the marketing web site are also assessed.

Completing and returning this survey indicates your consent to be part of this research project. Your participation is voluntary and at any time during completion of the questionnaire, you may decline to respond to any given item. If you choose not to participate in this study or only partially participate, it will result in no harm or adverse effect on you.

Be assured that your responses will remain completely confidential. The return envelope and questionnaire have an identification number that enables your name to be checked off the mailing list when the questionnaire is returned. The envelope will then be discarded. Your name will never be placed onto the completed questionnaire. The confidentiality of your response will be maintained to the maximum extent permissible by law. If you are interested in receiving a summary of the research results, please check the box on the back of the return envelope.

If you have questions regarding this study, please do not hesitate to contact me. I may be reached at MSU Extension—Clare County at (989) 539-7805 or by e-mail at [HUDSON@MSUE.MSU.EDU](mailto:HUDSON@MSUE.MSU.EDU). If you have any questions about the rights of human subjects in research, direct your inquiry to Dr. David Wright, Chair, Michigan State University Committee on Research Involving Human Subjects, (517) 355-2180.

I greatly appreciate your cooperation, interest, and involvement in this study. Thanks!

Sincerely,

Hal Hudson  
Graduate Student in Agriculture and Extension Education

## APPENDIX K

### MEANS BY POSITION FOR INDIVIDUAL QUESTIONNAIRE ITEMS

Table 24. Describing the MSU Extension mission by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
1. Describing the MSU Extension mission.	CED	Very Often	Willing	68	6.53	.82
		Often	Prepared	68	6.46	.90
		Often	Performed	68	5.66	1.18
	ANR	Often	Willing	80	6.25	.91
		Often	Prepared	80	5.68	1.24
		Occasionally	Performed	80	4.06	1.56
	EC/ED	Very Often	Willing	19	6.63	.68
		Often	Prepared	19	5.89	.99
		Frequently	Performed	19	5.05	1.22
	4-H	Often	Willing	58	6.31	.80
		Often	Prepared	58	5.60	1.32
		Frequently	Performed	58	4.60	1.59
	EE	Often	Willing	42	6.26	1.01
		Often	Prepared	42	5.95	1.01
		Frequently	Performed	44	4.82	1.51
	CYF	Often	Willing	19	6.32	.89
		Often	Prepared	19	5.68	1.29
		Frequently	Performed	19	4.63	1.21
	DEA	Often	Willing	41	6.07	.96
		Often	Prepared	41	5.51	1.33
		Occasionally	Performed	41	4.22	1.70
	ALL	Often	Willing	327	6.32	.89
		Often	Prepared	327	5.85	1.20
		Frequently	Performed	329	4.70	1.57

Table 25. Describing the agriculture and natural resources (ANR) program mission by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
2. Describing the agriculture and natural resources (ANR) program mission.	CED	Often	Willing	68	6.19	1.14
		Frequently	Prepared	68	5.28	1.69
		Occasionally	Performed	68	4.06	1.82
	ANR	Often	Willing	80	6.21	1.00
		Frequently	Prepared	80	5.20	1.81
		Occasionally	Performed	80	3.78	1.94
	EC/ED	Often	Willing	19	5.58	1.95
		Occasionally	Prepared	19	3.79	1.65
		Infrequently	Performed	19	2.95	1.84
	4-H	Frequently	Willing	58	5.22	1.45
		Occasionally	Prepared	58	3.81	1.66
		Infrequently	Performed	58	2.74	1.60
	EE	Frequently	Willing	42	4.79	1.69
		Infrequently	Prepared	43	3.40	1.43
		Infrequently	Performed	42	2.60	1.45
	CYF	Occasionally	Willing	19	4.21	1.69
		Infrequently	Prepared	19	2.89	1.73
		Seldom	Performed	19	2.32	1.45
	DEA	Often	Willing	41	5.95	1.22
		Frequently	Prepared	41	5.05	1.61
		Occasionally	Performed	41	4.15	1.85
	ALL	Often	Willing	327	5.66	1.48
		Frequently	Prepared	328	4.50	1.86
		Infrequently	Performed	327	3.41	1.86

Table 26. Describing the Extension community and economic development (ECED) program mission by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
3. Describing the Extension community and economic development (ECED) program mission.	CED	Often	Willing	68	5.96	1.20
		Frequently	Prepared	68	4.85	1.72
		Occasionally	Performed	68	4.07	1.86
	ANR	Frequently	Willing	80	4.95	1.63
		Infrequently	Prepared	80	3.03	1.47
		Seldom	Performed	79	1.95	1.21
	EC/ED	Very Often	Willing	19	6.79	.54
		Often	Prepared	19	6.21	1.08
		Often	Performed	19	5.84	1.68
	4-H	Frequently	Willing	58	4.78	1.65
		Infrequently	Prepared	58	3.12	1.55
		Seldom	Performed	58	2.29	1.56
	EE	Frequently	Willing	42	4.93	1.57
		Infrequently	Prepared	43	3.26	1.56
		Infrequently	Performed	43	2.63	1.62
	CYF	Occasionally	Willing	19	4.47	1.87
		Infrequently	Prepared	19	3.11	1.97
		Infrequently	Performed	19	2.58	1.77
	DEA	Occasionally	Willing	41	4.41	2.10
		Infrequently	Prepared	41	3.29	1.85
		Seldom	Performed	41	2.27	1.53
	ALL	Frequently	Willing	327	5.14	1.70
		Occasionally	Prepared	328	3.67	1.85
		Infrequently	Performed	327	2.84	1.89

Table 27. Describing the children, youth and families (CYF) program mission by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
4. Describing the children, youth and families (CYF) program mission.	CED	Often	Willing	68	6.16	1.06
		Often	Prepared	68	5.50	1.58
		Frequently	Performed	68	4.51	1.81
	ANR	Frequently	Willing	80	4.66	1.76
		Infrequently	Prepared	80	3.21	1.60
		Seldom	Performed	80	2.34	1.52
	EC/ED	Often	Willing	19	5.84	1.61
		Frequently	Prepared	19	4.74	1.52
		Occasionally	Performed	19	3.89	2.00
	4-H	Often	Willing	58	6.47	.94
		Often	Prepared	58	5.72	1.45
		Frequently	Performed	58	5.12	1.86
	EE	Very Often	Willing	43	6.72	.50
		Often	Prepared	43	6.40	.90
		Often	Performed	44	6.14	1.27
	CYF	Very Often	Willing	19	6.74	.45
		Often	Prepared	19	6.21	1.44
		Often	Performed	19	5.58	1.80
	DEA	Occasionally	Willing	41	3.95	2.17
		Infrequently	Prepared	41	3.10	1.88
		Seldom	Performed	41	2.39	1.63
	ALL	Often	Willing	328	5.66	1.70
		Frequently	Prepared	328	4.80	1.99
		Occasionally	Performed	329	4.07	2.19

Table 28. Describing the 4-H youth program mission by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
5. Describing the 4-H youth program mission.	CED	Often	Willing	68	6.46	.78
		Often	Prepared	68	6.07	1.14
		Frequently	Performed	68	5.31	1.45
	ANR	Frequently	Willing	80	5.21	1.45
		Occasionally	Prepared	80	4.03	1.77
		Infrequently	Performed	80	3.00	1.67
	EC/ED	Often	Willing	19	6.37	1.16
		Frequently	Prepared	19	5.00	1.15
		Occasionally	Performed	19	4.21	1.65
	4-H	Very Often	Willing	58	6.79	.45
		Often	Prepared	58	6.47	.96
		Often	Performed	58	6.16	1.34
	EE	Often	Willing	43	5.56	1.53
		Frequently	Prepared	42	4.79	1.75
		Occasionally	Performed	43	4.28	1.94
	CYF	Often	Willing	19	5.68	1.42
		Frequently	Prepared	19	4.84	2.03
		Occasionally	Performed	19	4.16	2.39
	DEA	Occasionally	Willing	41	4.24	1.93
		Occasionally	Prepared	41	3.61	1.81
		Infrequently	Performed	41	2.78	1.62
	ALL	Often	Willing	328	5.77	1.51
		Frequently	Prepared	327	5.03	1.84
		Occasionally	Performed	328	4.31	2.05

Table 29. Describing the family and consumer sciences (FCS) program mission by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
6. Describing the family and consumer sciences (FCS) program mission.	CED	Often	Willing	68	5.93	1.33
		Frequently	Prepared	68	5.06	1.66
		Occasionally	Performed	68	4.09	1.85
	ANR	Occasionally	Willing	79	4.29	1.93
		Seldom	Prepared	80	2.45	1.43
		Seldom	Performed	78	1.77	1.17
	EC/ED	Often	Willing	19	5.95	1.72
		Occasionally	Prepared	19	3.84	2.12
		Infrequently	Performed	19	3.37	2.39
	4-H	Frequently	Willing	58	5.02	1.62
		Occasionally	Prepared	58	3.76	1.76
		Infrequently	Performed	58	2.74	1.70
	EE	Very Often	Willing	42	6.57	.91
		Often	Prepared	43	6.19	1.24
		Often	Performed	44	5.91	1.67
	CYF	Often	Willing	19	5.89	.94
		Frequently	Prepared	19	5.00	1.86
		Frequently	Performed	19	4.58	2.17
	DEA	Occasionally	Willing	40	3.55	2.12
		Infrequently	Prepared	40	2.55	1.66
		Seldom	Performed	40	2.03	1.44
	ALL	Frequently	Willing	325	5.16	1.88
		Occasionally	Prepared	327	3.96	2.09
		Infrequently	Performed	326	3.27	2.17



Table 30. Describing the family nutrition program (FNP) mission by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
7. Describing the family nutrition program (FNP) mission.	CED	Often	Willing	68	6.22	1.10
		Often	Prepared	68	5.65	1.42
		Frequently	Performed	68	4.76	1.75
	ANR	Occasionally	Willing	79	4.30	1.90
		Infrequently	Prepared	79	2.82	1.53
		Seldom	Performed	78	1.99	1.28
	EC/ED	Often	Willing	19	6.00	1.67
		Frequently	Prepared	19	4.58	1.74
		Occasionally	Performed	19	3.89	2.18
	4-H	Often	Willing	58	5.57	1.33
		Occasionally	Prepared	57	4.44	1.66
		Infrequently	Performed	58	3.48	1.81
	EE	Very Often	Willing	43	6.74	.79
		Very Often	Prepared	43	6.63	.69
		Often	Performed	44	6.36	1.01
	CYF	Often	Willing	19	5.95	1.31
		Frequently	Prepared	19	5.21	2.07
		Frequently	Performed	19	4.84	2.19
	DEA	Occasionally	Willing	41	3.68	2.23
		Infrequently	Prepared	41	2.68	1.90
		Seldom	Performed	41	2.12	1.66
	ALL	Frequently	Willing	327	5.36	1.86
		Occasionally	Prepared	326	4.42	2.09
		Occasionally	Performed	327	3.71	2.21

Table 31. Describing the land grant university mission by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
8. Describing the land grant university mission.	CED	Very Often	Willing	68	6.56	.70
		Often	Prepared	68	6.16	1.10
		Frequently	Performed	68	4.81	1.60
	ANR	Often	Willing	79	6.24	.88
		Frequently	Prepared	80	5.45	1.38
		Occasionally	Performed	80	3.96	1.84
	EC/ED	Very Often	Willing	19	6.74	.56
		Often	Prepared	19	6.11	.81
		Often	Performed	19	5.58	1.50
	4-H	Often	Willing	58	6.16	1.18
		Frequently	Prepared	57	5.37	1.59
		Occasionally	Performed	58	4.36	2.03
	EE	Often	Willing	43	5.65	1.65
		Frequently	Prepared	42	4.86	1.97
		Occasionally	Performed	43	4.14	2.36
	CYF	Often	Willing	19	5.63	1.26
		Frequently	Prepared	19	4.79	2.02
		Occasionally	Performed	19	3.89	1.82
	DEA	Often	Willing	41	5.93	1.33
		Frequently	Prepared	41	5.27	1.55
		Occasionally	Performed	41	3.88	1.76
	ALL	Often	Willing	327	6.17	1.15
		Frequently	Prepared	326	5.48	1.55
		Occasionally	Performed	328	4.31	1.92

Table 32. Describing the Area of Expertise (AOE) concept to customers by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
9. Describing the Area of Expertise (AOE) concept to customers.	CED	Often	Willing	68	6.13	1.12
		Often	Prepared	68	5.88	1.26
		Occasionally	Performed	68	4.29	1.59
	ANR	Often	Willing	79	6.19	1.16
		Often	Prepared	80	5.75	1.32
		Occasionally	Performed	79	4.39	1.79
	EC/ED	Very Often	Willing	19	6.84	.37
		Often	Prepared	19	6.11	.81
		Frequently	Performed	19	4.84	1.68
	4-H	Often	Willing	58	5.57	1.42
		Frequently	Prepared	57	4.86	1.64
		Infrequently	Performed	57	3.44	1.80
	EE	Often	Willing	42	5.60	1.48
		Frequently	Prepared	42	4.93	1.64
		Occasionally	Performed	43	3.63	1.70
	CYF	Often	Willing	19	5.53	1.07
		Frequently	Prepared	19	4.74	1.19
		Infrequently	Performed	19	3.32	1.45
	DEA	Often	Willing	41	6.00	1.45
		Often	Prepared	41	5.90	1.39
		Frequently	Performed	41	4.73	1.73
	ALL	Often	Willing	326	5.97	1.29
		Often	Prepared	326	5.50	1.46
		Occasionally	Performed	326	4.11	1.77

Table 33. Evaluating programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
10. Evaluating programs.	CED	Often	Willing	68	6.10	1.07
		Frequently	Prepared	68	5.22	1.42
		Frequently	Performed	68	4.54	1.43
	ANR	Often	Willing	80	5.95	1.08
		Frequently	Prepared	80	5.04	1.45
		Frequently	Performed	80	4.53	1.73
	EC/ED	Often	Willing	19	6.42	.69
		Frequently	Prepared	19	5.00	1.00
		Frequently	Performed	19	4.68	1.57
	4-H	Often	Willing	58	5.95	1.08
		Frequently	Prepared	58	5.07	1.45
		Frequently	Performed	58	4.62	1.75
	EE	Often	Willing	43	6.16	1.21
		Frequently	Prepared	43	5.35	1.43
		Frequently	Performed	44	5.18	1.74
	CYF	Often	Willing	19	5.79	1.23
		Frequently	Prepared	19	4.95	1.35
		Frequently	Performed	19	4.68	1.60
	DEA	Often	Willing	41	5.90	1.04
		Frequently	Prepared	41	5.29	1.25
		Frequently	Performed	41	4.76	1.70
	ALL	Often	Willing	328	6.02	1.08
		Frequently	Prepared	328	5.15	1.38
		Frequently	Performed	329	4.68	1.65

Table 34. Describing program impact by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
11. Describing program impact.	CED	Often	Willing	67	6.12	1.15
		Frequently	Prepared	67	5.04	1.45
		Occasionally	Performed	67	4.48	1.39
	ANR	Often	Willing	80	5.76	1.17
		Frequently	Prepared	80	4.63	1.43
		Occasionally	Performed	80	4.03	1.63
	EC/ED	Very Often	Willing	19	6.58	.61
		Frequently	Prepared	19	5.32	.95
		Frequently	Performed	19	4.89	1.41
	4-H	Often	Willing	58	6.00	1.09
		Frequently	Prepared	58	5.10	1.40
		Occasionally	Performed	57	4.35	1.76
	EE	Often	Willing	43	6.09	1.04
		Frequently	Prepared	42	5.31	1.33
		Frequently	Performed	43	5.02	1.65
	CYF	Often	Willing	19	6.16	.83
		Frequently	Prepared	19	5.47	1.26
		Frequently	Performed	19	5.37	1.57
	DEA	Often	Willing	41	5.73	1.12
		Frequently	Prepared	41	4.76	1.32
		Occasionally	Performed	41	4.27	1.52
	ALL	Often	Willing	327	5.99	1.10
		Frequently	Prepared	326	4.99	1.38
		Occasionally	Performed	326	4.47	1.61

Table 35. Describing the impact of MSU Extension by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in product section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
12. Describing the impact of MSU Extension.	CED	Often	Willing	68	6.29	.99
		Frequently	Prepared	68	5.28	1.44
		Frequently	Performed	68	4.57	1.49
	ANR	Often	Willing	80	5.99	1.12
		Frequently	Prepared	80	4.69	1.51
		Occasionally	Performed	79	3.85	1.67
	EC/ED	Often	Willing	19	6.32	1.20
		Frequently	Prepared	19	5.47	1.31
		Frequently	Performed	19	4.68	1.70
	4-H	Often	Willing	58	6.21	.95
		Frequently	Prepared	58	4.98	1.41
		Occasionally	Performed	58	4.43	1.67
	EE	Often	Willing	42	5.88	1.35
		Frequently	Prepared	42	4.93	1.54
		Frequently	Performed	43	4.58	1.67
	CYF	Often	Willing	19	6.11	.74
		Frequently	Prepared	19	4.89	1.41
		Frequently	Performed	19	4.68	1.67
	DEA	Often	Willing	41	5.80	1.44
		Frequently	Prepared	41	4.59	1.55
		Occasionally	Performed	41	3.80	1.78
	ALL	Often	Willing	327	6.08	1.13
		Frequently	Prepared	327	4.94	1.48
		Occasionally	Performed	327	4.29	1.67

Table 36. Preparing budgets before offering programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
1. Preparing budgets before offering programs.	CED	Often	Willing	68	6.22	.90
		Often	Prepared	68	6.04	1.00
		Frequently	Performed	68	5.25	1.49
	ANR	Often	Willing	79	5.73	1.17
		Frequently	Prepared	80	5.26	1.38
		Occasionally	Performed	80	4.31	1.92
	EC/ED	Often	Willing	19	6.47	.61
		Frequently	Prepared	19	5.47	1.07
		Frequently	Performed	18	4.61	1.54
	4-H	Often	Willing	58	5.81	1.19
		Frequently	Prepared	58	5.34	1.49
		Frequently	Performed	57	4.51	1.72
	EE	Often	Willing	42	5.60	1.45
		Frequently	Prepared	41	5.17	1.38
		Frequently	Performed	42	4.52	1.71
	CYF	Often	Willing	18	6.22	1.06
		Frequently	Prepared	18	5.39	1.85
		Frequently	Performed	18	4.89	1.97
	DEA	Often	Willing	41	5.85	1.24
		Often	Prepared	41	5.54	1.50
		Frequently	Performed	41	4.95	1.87
	ALL	Often	Willing	325	5.92	1.16
		Frequently	Prepared	325	5.48	1.38
		Frequently	Performed	324	4.70	1.77

Table 37. Determining prices to charge for programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
2. Determining prices to charge for programs.	CED	Often	Willing	67	6.10	1.05
		Often	Prepared	66	5.76	1.19
		Frequently	Performed	66	4.82	1.73
	ANR	Often	Willing	80	5.93	1.11
		Frequently	Prepared	80	5.45	1.40
		Frequently	Performed	80	4.68	1.94
	EC/ED	Often	Willing	19	6.32	.82
		Frequently	Prepared	19	5.05	1.58
		Occasionally	Performed	19	3.95	2.04
	4-H	Often	Willing	58	5.67	1.21
		Frequently	Prepared	58	5.14	1.54
		Occasionally	Performed	58	4.05	1.93
	EE	Often	Willing	41	5.56	1.50
		Frequently	Prepared	41	4.95	1.63
		Occasionally	Performed	42	4.05	2.15
	CYF	Often	Willing	18	5.72	1.32
		Frequently	Prepared	18	4.67	1.97
		Occasionally	Performed	17	4.00	2.06
	DEA	Often	Willing	41	5.73	1.50
		Frequently	Prepared	41	5.49	1.61
		Frequently	Performed	40	4.72	1.93
	ALL	Often	Willing	324	5.86	1.23
		Frequently	Prepared	323	5.33	1.51
		Occasionally	Performed	322	4.44	1.95



Table 38. Analyzing prices charged by other organizations for programs similar to those in your program area by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
3. Analyzing prices charged by other organizations for programs similar to those in your program area.	CED	Frequently	Willing	68	5.07	1.51
		Frequently	Prepared	67	4.52	1.50
		Infrequently	Performed	67	2.79	1.53
	ANR	Frequently	Willing	79	5.06	1.58
		Occasionally	Prepared	79	4.04	1.62
		Infrequently	Performed	80	2.56	1.64
	EC/ED	Often	Willing	19	5.79	1.32
		Frequently	Prepared	19	4.84	1.30
		Infrequently	Performed	19	3.42	2.09
	4-H	Frequently	Willing	57	5.00	1.79
		Occasionally	Prepared	57	3.82	1.85
		Infrequently	Performed	56	2.77	1.78
	EE	Frequently	Willing	41	5.02	1.60
		Occasionally	Prepared	40	4.03	1.75
		Infrequently	Performed	41	2.95	2.02
	CYF	Frequently	Willing	18	4.72	1.27
		Infrequently	Prepared	18	3.33	1.57
		Seldom	Performed	17	2.06	.97
	DEA	Frequently	Willing	41	4.63	1.98
		Occasionally	Prepared	41	3.95	2.00
		Infrequently	Performed	41	2.93	1.66
	ALL	Frequently	Willing	323	5.02	1.64
		Occasionally	Prepared	321	4.10	1.71
		Infrequently	Performed	321	2.77	1.71

Table 39. Figuring breakeven price to charge for programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
4. Figuring breakeven price to charge for programs.	CED	Often	Willing	68	6.07	1.12
		Often	Prepared	67	5.82	1.30
		Frequently	Performed	65	4.74	1.81
	ANR	Often	Willing	80	5.81	1.28
		Frequently	Prepared	80	5.41	1.59
		Occasionally	Performed	79	4.32	2.26
	EC/ED	Often	Willing	19	6.00	1.45
		Frequently	Prepared	19	5.37	1.64
		Occasionally	Performed	19	3.95	2.46
	4-H	Often	Willing	58	5.79	1.42
		Frequently	Prepared	57	5.16	1.90
		Occasionally	Performed	57	4.26	2.09
	EE	Frequently	Willing	41	5.29	1.69
		Occasionally	Prepared	41	4.24	1.91
		Occasionally	Performed	41	3.71	2.19
	CYF	Often	Willing	18	5.50	1.42
		Frequently	Prepared	18	4.78	2.21
		Occasionally	Performed	17	4.00	2.37
	DEA	Often	Willing	41	5.73	1.53
		Frequently	Prepared	41	5.41	1.72
		Frequently	Performed	40	4.58	2.19
	ALL	Often	Willing	325	5.78	1.39
		Frequently	Prepared	323	5.27	1.74
		Occasionally	Performed	318	4.31	2.15

Table 40. Assessing target customers ability to pay for programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
5. Assessing target customers ability to pay for programs.	CED	Often	Willing	67	5.93	1.11
		Frequently	Prepared	66	5.09	1.49
		Occasionally	Performed	66	3.85	1.72
	ANR	Frequently	Willing	78	5.46	1.46
		Frequently	Prepared	78	4.62	1.66
		Occasionally	Performed	76	3.61	2.23
	EC/ED	Often	Willing	19	6.05	1.08
		Frequently	Prepared	19	4.84	1.68
		Occasionally	Performed	19	3.79	2.07
	4-H	Frequently	Willing	58	5.41	1.41
		Frequently	Prepared	58	4.55	1.55
		Occasionally	Performed	58	3.62	1.91
	EE	Frequently	Willing	41	5.39	1.77
		Occasionally	Prepared	41	4.32	2.10
		Occasionally	Performed	42	3.74	2.26
	CYF	Often	Willing	18	5.78	1.22
		Frequently	Prepared	18	4.78	1.99
		Occasionally	Performed	17	3.88	2.39
	DEA	Frequently	Willing	40	5.45	1.55
		Frequently	Prepared	40	4.83	1.85
		Occasionally	Performed	38	3.87	2.16
	ALL	Often	Willing	321	5.59	1.42
		Frequently	Prepared	320	4.71	1.72
		Occasionally	Performed	316	3.73	2.05

**Table 41. Identifying sponsors to help defray program costs by MSU Extension Agent position.**

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
6. Identifying sponsors to help defray program costs.	CED	Often	Willing	67	6.04	1.08
		Often	Prepared	66	5.76	1.23
		Frequently	Performed	66	4.56	1.66
	ANR	Often	Willing	80	5.53	1.55
		Frequently	Prepared	80	5.09	1.66
		Occasionally	Performed	80	4.18	2.10
	EC/ED	Often	Willing	19	6.32	1.29
		Often	Prepared	19	5.89	1.33
		Frequently	Performed	19	5.11	1.73
	4-H	Often	Willing	58	6.17	1.01
		Often	Prepared	58	5.71	1.18
		Frequently	Performed	57	4.95	1.78
	EE	Often	Willing	41	5.59	1.72
		Frequently	Prepared	39	4.72	1.93
		Occasionally	Performed	40	4.20	2.00
	CYF	Often	Willing	18	5.72	1.41
		Frequently	Prepared	18	5.44	1.50
		Frequently	Performed	18	4.72	1.99
	DEA	Frequently	Willing	41	5.46	1.31
		Frequently	Prepared	41	5.34	1.42
		Occasionally	Performed	39	4.33	1.78
	ALL	Often	Willing	324	5.81	1.37
		Frequently	Prepared	321	5.39	1.52
		Frequently	Performed	319	4.50	1.89

Table 42. If program fees are a deterrent, determining how to make the fee structure more attractive to customers by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
7. If program fees are a deterrent, determining how to make the fee structure more attractive to customers.	CED	Often	Willing	66	5.98	1.07
		Frequently	Prepared	65	5.02	1.47
		Occasionally	Performed	64	3.53	1.61
	ANR	Often	Willing	79	5.71	1.32
		Frequently	Prepared	79	4.68	1.60
		Infrequently	Performed	79	3.34	2.06
	EC/ED	Often	Willing	19	5.89	1.56
		Frequently	Prepared	19	4.79	1.81
		Occasionally	Performed	19	3.63	2.14
	4-H	Often	Willing	56	5.71	1.36
		Frequently	Prepared	56	4.71	1.66
		Occasionally	Performed	57	3.72	2.04
	EE	Frequently	Willing	41	5.37	1.65
		Occasionally	Prepared	41	4.32	1.95
		Occasionally	Performed	41	3.56	2.34
	CYF	Frequently	Willing	18	5.44	1.15
		Occasionally	Prepared	18	4.17	2.23
		Infrequently	Performed	17	3.29	2.02
	DEA	Frequently	Willing	41	5.29	1.54
		Frequently	Prepared	41	4.76	1.71
		Occasionally	Performed	38	3.68	1.83
	ALL	Often	Willing	320	5.67	1.37
		Frequently	Prepared	319	4.70	1.70
		Occasionally	Performed	315	3.53	1.97

Table 43. Asking customers if the fee was correct for the program/information received by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
8. Asking customers if the fee was correct for the program/information received.	CED	Frequently	Willing	67	5.46	1.50
		Frequently	Prepared	67	4.97	1.44
		Infrequently	Performed	67	3.03	1.71
	ANR	Frequently	Willing	79	5.33	1.71
		Frequently	Prepared	78	4.86	1.70
		Infrequently	Performed	78	3.03	1.95
	EC/ED	Often	Willing	19	5.95	1.54
		Often	Prepared	19	5.53	1.43
		Infrequently	Performed	19	3.26	2.21
	4-H	Frequently	Willing	57	5.39	1.56
		Frequently	Prepared	57	4.54	1.88
		Infrequently	Performed	57	2.82	1.78
	EE	Frequently	Willing	41	5.20	1.99
		Occasionally	Prepared	41	3.93	2.10
		Seldom	Performed	41	2.44	1.84
	CYF	Frequently	Willing	18	5.17	1.50
		Occasionally	Prepared	18	3.89	2.27
		Infrequently	Performed	17	2.53	2.03
	DEA	Frequently	Willing	41	4.80	1.82
		Frequently	Prepared	41	4.63	1.76
		Infrequently	Performed	40	3.08	1.95
	ALL	Frequently	Willing	322	5.31	1.68
		Frequently	Prepared	321	4.66	1.80
		Infrequently	Performed	319	2.91	1.88

Table 44. Using nominal fees to obtain customer commitment to participate in programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
9. Using nominal fees to obtain customer commitment to participate in programs.	CED	Often	Willing	67	5.97	1.18
		Often	Prepared	67	5.72	1.36
		Frequently	Performed	67	4.52	1.86
	ANR	Often	Willing	80	5.84	1.27
		Frequently	Prepared	80	5.45	1.37
		Occasionally	Performed	79	4.22	1.97
	EC/ED	Often	Willing	19	6.11	1.59
		Frequently	Prepared	19	5.37	1.54
		Occasionally	Performed	19	4.16	2.39
	4-H	Often	Willing	58	5.76	1.29
		Frequently	Prepared	58	5.16	1.76
		Occasionally	Performed	58	4.33	2.08
	EE	Frequently	Willing	41	5.44	1.88
		Frequently	Prepared	41	4.80	2.00
		Occasionally	Performed	41	3.80	2.39
	CYF	Often	Willing	18	5.50	1.10
		Frequently	Prepared	18	4.50	2.15
		Occasionally	Performed	17	3.82	2.24
	DEA	Frequently	Willing	41	5.41	1.60
		Frequently	Prepared	41	5.24	1.61
		Occasionally	Performed	40	4.38	2.08
	ALL	Often	Willing	324	5.74	1.41
		Frequently	Prepared	324	5.29	1.64
		Occasionally	Performed	321	4.24	2.07

Table 45. Structuring programs to create a surplus (revenues exceed expenditures) by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in pricing section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
10. Structuring programs to create a surplus (revenues exceed expenditures).	CED	Frequently	Willing	67	5.21	1.78
		Frequently	Prepared	67	5.04	1.73
		Infrequently	Performed	67	3.49	1.77
	ANR	Frequently	Willing	80	5.21	1.75
		Frequently	Prepared	80	4.91	1.78
		Occasionally	Performed	80	3.59	1.99
	EC/ED	Often	Willing	19	5.58	1.80
		Frequently	Prepared	19	5.37	1.67
		Infrequently	Performed	19	3.26	2.10
	4-H	Frequently	Willing	58	4.71	1.79
		Occasionally	Prepared	58	4.45	1.74
		Infrequently	Performed	58	3.14	1.97
	EE	Frequently	Willing	41	4.83	2.00
		Occasionally	Prepared	41	3.98	2.10
		Infrequently	Performed	41	2.76	1.92
	CYF	Frequently	Willing	18	4.72	1.49
		Occasionally	Prepared	18	3.89	2.19
		Infrequently	Performed	18	3.06	2.07
	DEA	Frequently	Willing	41	4.76	1.96
		Frequently	Prepared	41	4.76	1.96
		Infrequently	Performed	40	3.18	2.14
	ALL	Frequently	Willing	324	5.01	1.82
		Frequently	Prepared	324	4.69	1.88
		Infrequently	Performed	323	3.28	1.96



Table 46. Assessing customer demand for programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
1. Assessing customer demand for programs.	CED	Often	Willing	67	6.19	.93
		Frequently	Prepared	67	5.16	1.26
		Frequently	Performed	66	4.64	1.61
	ANR	Often	Willing	80	6.08	1.06
		Frequently	Prepared	80	5.30	1.37
		Frequently	Performed	80	4.93	1.65
	EC/ED	Very Often	Willing	18	6.61	.61
		Frequently	Prepared	18	5.33	1.33
		Frequently	Performed	18	4.61	1.61
	4-H	Often	Willing	58	6.19	.91
		Frequently	Prepared	58	5.22	1.28
		Frequently	Performed	58	4.59	1.63
	EE	Often	Willing	42	6.36	.88
		Frequently	Prepared	41	5.29	1.49
		Frequently	Performed	41	4.80	1.79
	CYF	Often	Willing	18	5.89	1.23
		Frequently	Prepared	18	5.22	1.52
		Frequently	Performed	18	4.89	1.75
	DEA	Often	Willing	41	5.95	1.07
		Frequently	Prepared	41	5.44	1.48
		Frequently	Performed	41	4.76	1.61
	ALL	Often	Willing	324	6.16	.98
		Frequently	Prepared	323	5.27	1.36
		Frequently	Performed	322	4.75	1.65

Table 47. Considering educational level of target customers by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
2. Considering educational level of target customers.	CED	Often	Willing	67	6.03	1.06
		Frequently	Prepared	67	5.12	1.51
		Occasionally	Performed	67	4.36	1.80
	ANR	Often	Willing	80	5.93	1.10
		Frequently	Prepared	80	5.23	1.32
		Frequently	Performed	79	4.58	1.75
	EC/ED	Often	Willing	18	6.06	1.16
		Frequently	Prepared	18	5.28	1.07
		Occasionally	Performed	18	4.39	1.82
	4-H	Often	Willing	58	6.10	1.17
		Often	Prepared	58	5.53	1.50
		Frequently	Performed	58	4.97	1.83
	EE	Very Often	Willing	43	6.63	.69
		Often	Prepared	43	5.79	1.19
		Frequently	Performed	44	5.30	1.75
	CYF	Often	Willing	18	6.22	.81
		Often	Prepared	18	5.78	1.06
		Often	Performed	18	5.67	1.19
	DEA	Often	Willing	41	5.90	1.22
		Often	Prepared	41	5.61	1.14
		Frequently	Performed	41	5.00	1.52
	ALL	Often	Willing	325	6.09	1.08
		Frequently	Prepared	325	5.42	1.35
		Frequently	Performed	325	4.80	1.75

Table 48. Considering diversity of target customers when planning programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
3. Considering diversity of target customers when planning programs.	CED	Often	Willing	67	6.28	.87
		Often	Prepared	67	5.69	1.27
		Frequently	Performed	67	5.09	1.63
	ANR	Often	Willing	79	5.99	1.15
		Frequently	Prepared	79	5.27	1.39
		Occasionally	Performed	78	4.46	1.82
	EC/ED	Often	Willing	18	6.44	.78
		Often	Prepared	18	5.56	1.15
		Frequently	Performed	18	5.17	1.79
	4-H	Often	Willing	58	6.28	1.01
		Often	Prepared	58	5.79	1.24
		Frequently	Performed	58	5.29	1.56
	EE	Very Often	Willing	43	6.70	.67
		Often	Prepared	43	5.81	1.14
		Often	Performed	44	5.52	1.66
	CYF	Often	Willing	18	6.22	.94
		Often	Prepared	18	5.78	1.11
		Often	Performed	18	5.56	1.54
	DEA	Often	Willing	41	5.59	1.47
		Frequently	Prepared	41	5.05	1.43
		Occasionally	Performed	40	4.45	1.62
	ALL	Often	Willing	324	6.18	1.07
		Often	Prepared	324	5.54	1.31
		Frequently	Performed	323	4.98	1.71

Table 49. Considering location of target customers by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
4. Considering location of target customers.	CED	Often	Willing	67	6.42	.82
		Often	Prepared	67	6.09	1.01
		Often	Performed	67	5.66	1.47
	ANR	Often	Willing	80	6.20	.88
		Often	Prepared	80	5.85	1.15
		Frequently	Performed	79	5.42	1.68
	EC/ED	Very Often	Willing	18	6.67	.59
		Often	Prepared	18	6.17	.92
		Often	Performed	18	5.94	1.30
	4-H	Often	Willing	58	6.21	1.06
		Often	Prepared	57	5.91	1.09
		Often	Performed	57	5.70	1.34
	EE	Very Often	Willing	43	6.63	.66
		Often	Prepared	43	6.02	1.08
		Often	Performed	44	5.73	1.73
	CYF	Often	Willing	18	6.39	.78
		Often	Prepared	18	6.11	.96
		Often	Performed	18	6.06	1.06
	DEA	Often	Willing	41	6.44	.74
		Often	Prepared	41	6.37	.89
		Often	Performed	41	6.05	1.16
	ALL	Often	Willing	325	6.37	.85
		Often	Prepared	324	6.03	1.05
		Often	Performed	324	5.70	1.48

Table 50. Considering accessibility of facilities for customers by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
5. Considering accessibility of facilities for customers.	CED	Very Often	Willing	67	6.54	.66
		Often	Prepared	67	6.16	1.04
		Often	Performed	67	5.85	1.31
	ANR	Often	Willing	80	6.28	1.08
		Often	Prepared	80	5.76	1.25
		Frequently	Performed	78	4.99	1.75
	EC/ED	Very Often	Willing	18	6.72	.57
		Often	Prepared	18	6.22	.94
		Often	Performed	18	6.11	1.18
	4-H	Often	Willing	58	6.36	.93
		Often	Prepared	58	5.86	1.25
		Frequently	Performed	58	5.36	1.54
	EE	Very Often	Willing	43	6.72	.63
		Often	Prepared	42	6.10	1.21
		Often	Performed	43	5.88	1.58
	CYF	Often	Willing	18	6.11	1.28
		Often	Prepared	18	5.67	1.46
		Often	Performed	18	5.56	1.69
	DEA	Often	Willing	41	6.17	1.00
		Often	Prepared	41	5.88	1.14
		Frequently	Performed	41	5.27	1.64
	ALL	Often	Willing	325	6.41	.92
		Often	Prepared	324	5.94	1.19
		Frequently	Performed	323	5.48	1.59

Table 51. Considering convenience of location for customers by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
6. Considering convenience of location for customers.	CED	Often	Willing	67	6.40	.74
		Often	Prepared	67	6.15	.87
		Often	Performed	67	5.99	1.05
	ANR	Often	Willing	80	6.31	.94
		Often	Prepared	80	6.00	1.14
		Often	Performed	80	5.63	1.56
	EC/ED	Very Often	Willing	18	6.72	.57
		Often	Prepared	18	6.33	.91
		Often	Performed	18	6.33	1.24
	4-H	Often	Willing	57	6.26	1.01
		Often	Prepared	56	5.95	1.20
		Often	Performed	57	5.65	1.58
	EE	Very Often	Willing	43	6.74	.49
		Often	Prepared	43	6.21	1.06
		Often	Performed	44	5.77	1.55
	CYF	Often	Willing	18	6.33	.69
		Often	Prepared	18	6.33	.59
		Often	Performed	18	6.22	.73
	DEA	Often	Willing	41	6.29	.84
		Often	Prepared	41	6.32	.82
		Often	Performed	41	6.00	1.14
	ALL	Often	Willing	324	6.40	.83
		Often	Prepared	323	6.13	1.02
		Often	Performed	325	5.84	1.37

Table 52. Asking customers if the location for offering programs was convenient by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, <i>X</i> = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	<i>X</i>	S.D.
7. Asking customers if the location for offering programs was convenient.	CED	Often	Willing	67	6.15	1.12
		Often	Prepared	67	5.90	1.07
		Frequently	Performed	67	4.78	1.73
	ANR	Often	Willing	80	6.04	1.24
		Often	Prepared	80	5.61	1.45
		Occasionally	Performed	80	4.34	2.00
	EC/ED	Very Often	Willing	18	6.50	.86
		Often	Prepared	18	6.22	.88
		Often	Performed	18	5.56	1.65
	4-H	Often	Willing	58	6.09	1.19
		Often	Prepared	57	5.74	1.40
		Frequently	Performed	57	4.88	1.84
	EE	Often	Willing	43	6.44	1.03
		Often	Prepared	43	6.07	1.16
		Frequently	Performed	44	5.18	1.90
	CYF	Often	Willing	18	6.06	1.59
		Often	Prepared	18	5.94	1.51
		Often	Performed	18	5.56	1.72
	DEA	Often	Willing	41	6.10	1.16
		Often	Prepared	41	6.05	1.18
		Frequently	Performed	40	4.83	1.58
	ALL	Often	Willing	325	6.16	1.17
		Often	Prepared	324	5.86	1.28
		Frequently	Performed	324	4.83	1.84

Table 53. Considering transportation barriers of customers when planning programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
8. Considering transportation barriers of customers when planning programs.	CED	Often	Willing	67	6.30	.90
		Often	Prepared	67	5.75	1.20
		Frequently	Performed	67	4.85	1.58
	ANR	Often	Willing	80	5.74	1.42
		Frequently	Prepared	80	4.83	1.55
		Occasionally	Performed	80	3.63	2.01
	EC/ED	Very Often	Willing	18	6.50	.99
		Often	Prepared	18	5.67	1.37
		Frequently	Performed	18	5.17	1.65
	4-H	Often	Willing	58	6.02	1.19
		Frequently	Prepared	58	5.40	1.57
		Frequently	Performed	58	4.81	1.89
	EE	Very Often	Willing	42	6.76	.62
		Often	Prepared	42	5.93	1.22
		Frequently	Performed	43	5.23	1.88
	CYF	Often	Willing	18	6.06	1.16
		Often	Prepared	18	5.89	1.18
		Often	Performed	18	5.83	1.29
	DEA	Often	Willing	41	5.76	1.18
		Frequently	Prepared	41	5.29	1.55
		Occasionally	Performed	40	4.45	1.85
	ALL	Often	Willing	324	6.10	1.17
		Frequently	Prepared	324	5.43	1.46
		Frequently	Performed	324	4.61	1.91



Table 54. Conducting program needs assessment with customer/stakeholder groups by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
9. Conducting program needs assessment with customer/stakeholder groups.	CED	Often	Willing	67	6.00	1.02
		Frequently	Prepared	67	5.48	1.33
		Occasionally	Performed	67	4.37	1.70
	ANR	Often	Willing	80	6.01	1.10
		Frequently	Prepared	80	5.13	1.55
		Occasionally	Performed	79	4.19	1.77
	EC/ED	Often	Willing	18	6.22	1.11
		Often	Prepared	18	5.72	1.32
		Frequently	Performed	18	5.06	1.66
	4-H	Often	Willing	58	5.97	1.30
		Frequently	Prepared	58	5.03	1.69
		Occasionally	Performed	58	4.29	1.74
	EE	Very Often	Willing	42	6.50	.89
		Frequently	Prepared	42	5.29	1.60
		Frequently	Performed	42	4.71	2.06
	CYF	Often	Willing	19	6.16	.90
		Often	Prepared	18	5.50	1.20
		Frequently	Performed	18	5.00	1.61
	DEA	Often	Willing	41	5.93	1.27
		Often	Prepared	41	5.56	1.57
		Frequently	Performed	41	4.61	1.69
	ALL	Often	Willing	325	6.07	1.11
		Frequently	Prepared	324	5.31	1.52
		Occasionally	Performed	323	4.46	1.77

Table 55. Considering customers availability to participate when planning programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, $\bar{X}$ = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	$\bar{X}$	S.D.
10. Considering customers availability to participate when planning programs.	CED	Often	Willing	67	6.48	.66
		Often	Prepared	67	5.94	1.09
		Often	Performed	67	5.58	1.37
	ANR	Often	Willing	80	6.23	.98
		Often	Prepared	80	5.85	1.14
		Frequently	Performed	79	5.47	1.64
	EC/ED	Often	Willing	18	6.44	1.04
		Often	Prepared	18	5.89	1.13
		Often	Performed	18	5.50	1.65
	4-H	Often	Willing	58	6.31	.86
		Often	Prepared	58	5.84	1.25
		Frequently	Performed	58	5.38	1.55
	EE	Very Often	Willing	42	6.71	.64
		Often	Prepared	42	5.95	1.15
		Often	Performed	42	5.83	1.29
	CYF	Often	Willing	18	6.00	1.19
		Often	Prepared	18	5.78	1.48
		Often	Performed	18	5.67	1.33
	DEA	Often	Willing	41	6.24	.97
		Often	Prepared	41	6.10	1.14
		Often	Performed	41	5.68	1.15
	ALL	Often	Willing	324	6.36	.89
		Often	Prepared	324	5.91	1.16
		Often	Performed	323	5.56	1.45

Table 56. Targeting customer groups for delivering programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, $\bar{X}$ = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	$\bar{X}$	S.D.
11. Targeting customer groups for delivering programs.	CED	Often	Willing	67	6.27	.85
		Often	Prepared	67	5.99	1.02
		Often	Performed	67	5.55	1.33
	ANR	Often	Willing	78	6.14	.99
		Often	Prepared	78	5.71	1.11
		Frequently	Performed	78	5.19	1.55
	EC/ED	Often	Willing	18	6.33	.97
		Often	Prepared	18	6.11	1.08
		Often	Performed	18	5.83	1.65
	4-H	Often	Willing	58	6.09	1.11
		Often	Prepared	58	5.60	1.49
		Frequently	Performed	58	5.22	1.76
	EE	Very Often	Willing	40	6.60	.81
		Often	Prepared	40	6.03	1.27
		Often	Performed	40	5.80	1.60
	CYF	Often	Willing	18	6.33	.84
		Often	Prepared	18	5.94	1.00
		Often	Performed	18	5.94	.94
	DEA	Often	Willing	40	6.13	1.16
		Often	Prepared	40	6.03	1.23
		Often	Performed	40	5.65	1.21
	ALL	Often	Willing	319	6.24	.98
		Often	Prepared	319	5.86	1.20
		Frequently	Performed	319	5.49	1.50

Table 57. Designing programs so they are unique when compared to those offered by other agencies/organizations by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in placing and targeting section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
12. Designing programs so they are unique when compared to those offered by other agencies/organizations.	CED	Often	Willing	67	6.22	.98
		Often	Prepared	67	5.73	1.18
		Frequently	Performed	67	5.19	1.56
	ANR	Often	Willing	80	6.40	.77
		Often	Prepared	80	5.85	1.10
		Frequently	Performed	80	5.33	1.61
	EC/ED	Often	Willing	18	6.33	.97
		Often	Prepared	18	5.72	1.13
		Frequently	Performed	18	5.44	1.69
	4-H	Often	Willing	58	6.17	1.06
		Often	Prepared	57	5.51	1.47
		Frequently	Performed	57	5.21	1.81
	EE	Very Often	Willing	42	6.60	.86
		Often	Prepared	42	6.17	1.01
		Often	Performed	43	5.74	1.56
	CYF	Very Often	Willing	18	6.67	.59
		Often	Prepared	18	6.28	1.02
		Often	Performed	18	6.22	1.00
	DEA	Often	Willing	40	6.33	.86
		Often	Prepared	40	6.13	.97
		Often	Performed	40	5.53	1.15
	ALL	Often	Willing	323	6.35	.90
		Often	Prepared	322	5.86	1.18
		Frequently	Performed	323	5.41	1.57

Table 58. Speaking to groups by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
1. Speaking to groups.	CED	Very Often	Willing	67	6.52	.75
		Often	Prepared	67	6.25	.89
		Often	Performed	66	5.71	1.40
	ANR	Very Often	Willing	79	6.53	.69
		Often	Prepared	78	6.21	.89
		Often	Performed	78	5.63	1.50
	EC/ED	Very Often	Willing	19	6.84	.37
		Often	Prepared	19	6.47	.77
		Often	Performed	19	6.16	1.12
	4-H	Often	Willing	57	6.39	.94
		Often	Prepared	57	5.96	1.12
		Often	Performed	57	5.54	1.54
	EE	Very Often	Willing	43	6.67	.78
		Often	Prepared	43	6.49	.86
		Often	Performed	44	6.00	1.20
	CYF	Very Often	Willing	19	6.58	.77
		Often	Prepared	19	6.26	.81
		Often	Performed	19	5.95	1.18
	DEA	Often	Willing	41	6.34	.91
		Often	Prepared	40	6.08	1.19
		Often	Performed	41	5.66	1.49
	ALL	Very Often	Willing	325	6.52	.79
		Often	Prepared	323	6.21	.97
		Often	Performed	324	5.73	1.41

Table 59. Using word processing software in preparing written materials by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, <i>X</i> = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	<i>X</i>	S.D.
2. Using word processing software in preparing written materials.	CED	Often	Willing	68	6.49	.82
		Often	Prepared	68	6.13	1.27
		Often	Performed	68	5.93	1.49
	ANR	Very Often	Willing	79	6.65	.68
		Often	Prepared	79	6.43	.83
		Often	Performed	79	6.25	1.11
	EC/ED	Very Often	Willing	19	6.95	.23
		Very Often	Prepared	19	6.58	.69
		Very Often	Performed	19	6.74	.73
	4-H	Very Often	Willing	58	6.64	.85
		Often	Prepared	58	6.38	.97
		Often	Performed	58	6.45	1.19
	EE	Very Often	Willing	43	6.63	.79
		Often	Prepared	43	5.77	1.48
		Often	Performed	44	6.00	1.40
	CYF	Very Often	Willing	19	6.53	.96
		Often	Prepared	19	6.05	1.31
		Often	Performed	19	5.84	1.61
	DEA	Very Often	Willing	41	6.54	1.05
		Often	Prepared	41	6.29	1.44
		Often	Performed	41	6.20	1.47
	ALL	Very Often	Willing	327	6.61	.81
		Often	Prepared	327	6.24	1.17
		Often	Performed	328	6.18	1.32

Table 60. Preparing presentations for groups using presentation software by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
3. Preparing presentations for groups using presentation software.	CED	Often	Willing	68	6.16	1.37
		Frequently	Prepared	68	5.15	1.89
		Frequently	Performed	68	4.51	2.30
	ANR	Very Often	Willing	79	6.52	.81
		Often	Prepared	79	6.19	1.25
		Frequently	Performed	79	5.44	1.95
	EC/ED	Very Often	Willing	19	6.79	.54
		Often	Prepared	19	5.84	1.34
		Often	Performed	19	6.00	1.15
	4-H	Often	Willing	58	6.31	1.05
		Frequently	Prepared	58	5.17	1.63
		Occasionally	Performed	57	4.32	2.02
	EE	Often	Willing	43	6.35	1.21
		Frequently	Prepared	42	4.64	1.90
		Occasionally	Performed	43	3.91	2.11
	CYF	Often	Willing	19	5.74	1.37
		Frequently	Prepared	19	4.58	1.80
		Occasionally	Performed	19	4.11	2.05
	DEA	Very Often	Willing	41	6.61	.70
		Often	Prepared	41	5.90	1.66
		Often	Performed	41	5.71	1.98
	ALL	Often	Willing	327	6.37	1.08
		Frequently	Prepared	326	5.44	1.73
		Frequently	Performed	326	4.84	2.13

Table 61. Giving presentations to groups using presentation software by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
4. Giving presentations to groups using presentation software.	CED	Often	Willing	68	6.04	1.40
		Frequently	Prepared	68	5.26	1.85
		Occasionally	Performed	68	4.41	2.23
	ANR	Often	Willing	79	6.48	.88
		Often	Prepared	79	6.08	1.32
		Frequently	Performed	79	5.20	1.95
	EC/ED	Very Often	Willing	19	6.74	.65
		Often	Prepared	19	5.89	1.41
		Often	Performed	19	5.79	1.62
	4-H	Often	Willing	58	6.29	1.01
		Frequently	Prepared	58	5.10	1.68
		Occasionally	Performed	58	4.05	1.95
	EE	Often	Willing	43	6.44	1.18
		Frequently	Prepared	43	4.67	2.01
		Occasionally	Performed	44	3.61	2.19
	CYF	Often	Willing	19	5.89	1.20
		Occasionally	Prepared	19	4.16	1.86
		Occasionally	Performed	19	3.68	1.95
	DEA	Very Often	Willing	41	6.54	.78
		Often	Prepared	41	6.05	1.55
		Frequently	Performed	41	5.37	2.19
	ALL	Often	Willing	327	6.34	1.08
		Frequently	Prepared	327	5.43	1.76
		Frequently	Performed	328	4.59	2.16



Table 62. Using electronic mail to promote programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
5. Using electronic mail to promote programs.	CED	Often	Willing	68	6.32	1.04
		Often	Prepared	68	5.75	1.29
		Frequently	Performed	68	4.50	1.90
	ANR	Often	Willing	79	6.38	1.05
		Often	Prepared	79	5.77	1.56
		Frequently	Performed	79	4.63	2.11
	EC/ED	Very Often	Willing	19	6.58	.77
		Often	Prepared	19	5.68	1.49
		Frequently	Performed	19	4.84	1.71
	4-H	Often	Willing	58	6.48	.88
		Often	Prepared	58	6.14	1.21
		Often	Performed	58	5.52	1.71
	EE	Often	Willing	43	6.12	1.40
		Frequently	Prepared	44	4.77	2.01
		Infrequently	Performed	43	3.30	2.05
	CYF	Often	Willing	19	6.00	1.86
		Frequently	Prepared	19	5.00	2.05
		Occasionally	Performed	19	3.89	2.18
	DEA	Often	Willing	41	6.15	1.26
		Often	Prepared	41	5.80	1.47
		Frequently	Performed	41	4.51	2.09
	ALL	Often	Willing	327	6.31	1.15
		Often	Prepared	328	5.65	1.58
		Frequently	Performed	327	4.54	2.06

Table 63. Considering design of program materials by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
6. Considering design of program materials.	CED	Often	Willing	67	6.34	.93
		Often	Prepared	67	5.67	1.27
		Frequently	Performed	67	5.34	1.61
	ANR	Often	Willing	78	6.42	.76
		Often	Prepared	78	5.81	1.09
		Frequently	Performed	78	5.24	1.51
	EC/ED	Very Often	Willing	19	6.58	.77
		Often	Prepared	19	5.74	1.19
		Often	Performed	19	5.58	1.61
	4-H	Often	Willing	56	6.27	.94
		Often	Prepared	56	5.86	1.23
		Frequently	Performed	56	5.46	1.58
	EE	Very Often	Willing	43	6.56	.73
		Often	Prepared	43	5.67	1.25
		Frequently	Performed	44	5.14	1.75
	CYF	Very Often	Willing	19	6.58	.61
		Often	Prepared	19	5.79	1.03
		Frequently	Performed	19	5.32	1.63
	DEA	Often	Willing	41	6.29	.93
		Often	Prepared	41	5.90	1.24
		Frequently	Performed	41	5.39	1.45
	ALL	Often	Willing	323	6.40	.84
		Often	Prepared	323	5.78	1.19
		Frequently	Performed	324	5.33	1.57

Table 64. Referring customers to the MSU Extension web site to obtain information by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
7. Referring customers to the MSU Extension web site to obtain information.	CED	Often	Willing	68	5.87	1.49
		Often	Prepared	68	5.54	1.38
		Occasionally	Performed	68	4.35	1.66
	ANR	Often	Willing	79	5.90	1.57
		Often	Prepared	79	5.59	1.64
		Occasionally	Performed	79	4.01	2.13
	EC/ED	Very Often	Willing	19	6.74	.73
		Often	Prepared	19	5.68	1.67
		Occasionally	Performed	19	3.58	2.34
	4-H	Often	Willing	58	6.03	1.18
		Often	Prepared	58	5.55	1.63
		Occasionally	Performed	58	3.97	1.96
	EE	Often	Willing	43	5.98	1.54
		Frequently	Prepared	44	5.14	1.68
		Occasionally	Performed	43	3.60	1.94
	CYF	Often	Willing	19	6.16	1.57
		Frequently	Prepared	19	5.05	2.04
		Infrequently	Performed	19	3.16	1.68
	DEA	Often	Willing	41	5.95	1.47
		Frequently	Prepared	41	5.49	1.86
		Occasionally	Performed	41	3.80	2.17
	ALL	Often	Willing	327	6.00	1.44
		Frequently	Prepared	328	5.48	1.64
		Occasionally	Performed	327	3.92	1.99

Table 65. Designing web pages promoting MSU Extension programs/information by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
8. Designing web pages promoting MSU Extension programs/information.	CED	Frequently	Willing	68	5.07	2.12
		Infrequently	Prepared	68	3.29	1.97
		Infrequently	Performed	67	2.57	1.92
	ANR	Frequently	Willing	79	5.34	1.95
		Occasionally	Prepared	79	3.77	2.25
		Infrequently	Performed	79	2.84	2.37
	EC/ED	Often	Willing	19	5.79	2.04
		Occasionally	Prepared	19	3.84	2.19
		Infrequently	Performed	19	2.89	2.58
	4-H	Frequently	Willing	58	5.17	2.05
		Occasionally	Prepared	58	3.62	2.13
		Seldom	Performed	58	2.40	1.72
	EE	Frequently	Willing	44	4.66	2.23
		Infrequently	Prepared	43	2.74	2.07
		Seldom	Performed	42	2.26	1.96
	CYF	Occasionally	Willing	19	4.26	2.28
		Seldom	Prepared	19	2.21	1.18
		Never	Performed	19	1.32	.75
	DEA	Frequently	Willing	41	5.29	1.85
		Infrequently	Prepared	41	3.37	2.30
		Seldom	Performed	41	2.37	1.97
	ALL	Frequently	Willing	328	5.12	2.06
		Infrequently	Prepared	327	3.37	2.13
		Seldom	Performed	325	2.48	2.03

Table 66. Using compact discs to retrieve information to fulfill customer requests by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
9. Using compact discs to retrieve information to fulfill customer requests.	CED	Often	Willing	68	5.76	1.52
		Frequently	Prepared	68	4.93	1.76
		Infrequently	Performed	68	3.10	1.79
	ANR	Often	Willing	79	5.92	1.60
		Frequently	Prepared	79	4.89	2.09
		Infrequently	Performed	78	3.21	2.08
	EC/ED	Often	Willing	19	6.11	1.52
		Occasionally	Prepared	19	3.84	2.27
		Infrequently	Performed	19	2.95	2.41
	4-H	Often	Willing	58	5.57	1.59
		Occasionally	Prepared	58	3.76	2.01
		Seldom	Performed	58	2.45	1.83
	EE	Frequently	Willing	44	5.45	2.02
		Occasionally	Prepared	43	3.70	2.28
		Seldom	Performed	42	2.33	1.80
	CYF	Often	Willing	18	5.50	1.98
		Occasionally	Prepared	18	3.78	2.02
		Seldom	Performed	18	2.28	1.60
	DEA	Often	Willing	41	5.54	1.98
		Occasionally	Prepared	41	4.44	2.37
		Infrequently	Performed	41	2.88	1.90
	ALL	Often	Willing	327	5.70	1.71
		Occasionally	Prepared	326	4.36	2.13
		Infrequently	Performed	324	2.83	1.93

Table 67. Writing newsletters promoting MSU Extension programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
10. Writing newsletters promoting MSU Extension programs.	CED	Often	Willing	68	6.29	1.19
		Often	Prepared	68	6.01	1.25
		Frequently	Performed	68	5.07	1.94
	ANR	Often	Willing	79	6.10	1.44
		Often	Prepared	79	5.78	1.61
		Frequently	Performed	79	4.71	2.25
	EC/ED	Often	Willing	19	6.47	1.02
		Often	Prepared	19	5.74	1.45
		Occasionally	Performed	19	4.26	2.45
	4-H	Very Often	Willing	58	6.72	.52
		Very Often	Prepared	58	6.59	.77
		Often	Performed	58	6.38	1.17
	EE	Often	Willing	43	6.42	1.03
		Often	Prepared	43	5.58	1.64
		Frequently	Performed	44	4.68	2.24
	CYF	Often	Willing	19	6.26	1.48
		Often	Prepared	19	5.84	1.54
		Frequently	Performed	19	5.37	1.95
	DEA	Often	Willing	41	6.00	1.41
		Often	Prepared	41	6.07	1.29
		Occasionally	Performed	41	4.46	2.04
	ALL	Often	Willing	327	6.31	1.20
		Often	Prepared	327	5.98	1.40
		Frequently	Performed	328	5.06	2.09

Table 68. Writing news releases promoting MSU Extension programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
11. Writing news releases promoting MSU Extension programs.	CED	Often	Willing	68	6.44	1.01
		Often	Prepared	68	6.19	1.03
		Frequently	Performed	68	5.47	1.63
	ANR	Often	Willing	78	6.24	1.07
		Often	Prepared	78	5.96	1.32
		Frequently	Performed	78	5.13	1.88
	EC/ED	Very Often	Willing	19	6.74	.56
		Often	Prepared	19	5.89	1.24
		Frequently	Performed	19	5.00	1.91
	4-H	Very Often	Willing	58	6.57	.65
		Often	Prepared	58	6.41	.86
		Often	Performed	58	5.91	1.41
	EE	Often	Willing	43	6.12	1.31
		Often	Prepared	43	5.70	1.60
		Frequently	Performed	44	4.61	2.38
	CYF	Often	Willing	19	6.47	.61
		Often	Prepared	19	6.05	.97
		Frequently	Performed	19	5.37	1.46
	DEA	Often	Willing	41	6.20	.90
		Often	Prepared	41	5.98	1.06
		Occasionally	Performed	41	4.49	1.85
	ALL	Often	Willing	326	6.36	.98
		Often	Prepared	326	6.06	1.19
		Frequently	Performed	327	5.20	1.85

Table 69. Delivering radio programs promoting MSU Extension programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
12. Delivering radio programs promoting MSU Extension programs.	CED	Often	Willing	68	5.74	1.72
		Frequently	Prepared	68	5.40	1.69
		Infrequently	Performed	68	3.13	2.19
	ANR	Often	Willing	79	5.82	1.58
		Often	Prepared	79	5.56	1.59
		Occasionally	Performed	79	3.62	2.38
	EC/ED	Often	Willing	19	5.63	1.80
		Frequently	Prepared	19	5.16	1.42
		Infrequently	Performed	19	2.58	1.84
	4-H	Often	Willing	58	5.74	1.61
		Frequently	Prepared	58	5.17	1.68
		Infrequently	Performed	58	3.38	2.11
	EE	Often	Willing	43	5.65	1.60
		Frequently	Prepared	43	4.74	1.93
		Infrequently	Performed	43	2.53	2.10
	CYF	Frequently	Willing	19	5.32	1.92
		Occasionally	Prepared	19	4.42	2.06
		Infrequently	Performed	19	2.84	2.27
	DEA	Often	Willing	40	5.55	1.65
		Frequently	Prepared	40	5.33	1.98
		Infrequently	Performed	40	3.35	2.34
	ALL	Often	Willing	326	5.69	1.65
		Frequently	Prepared	326	5.23	1.76
		Infrequently	Performed	326	3.19	2.23



Table 70. Appearing on television promoting MSU Extension programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
13. Appearing on television promoting MSU Extension programs.	CED	Often	Willing	68	5.54	1.80
		Frequently	Prepared	68	4.96	1.78
		Seldom	Performed	68	2.07	1.60
	ANR	Often	Willing	79	5.51	1.58
		Frequently	Prepared	79	5.00	1.76
		Seldom	Performed	79	1.97	1.59
	EC/ED	Frequently	Willing	19	5.37	1.67
		Occasionally	Prepared	19	4.26	1.45
		Seldom	Performed	19	1.58	.96
	4-H	Often	Willing	58	5.52	1.81
		Frequently	Prepared	58	4.66	1.92
		Seldom	Performed	58	2.09	1.60
	EE	Frequently	Willing	43	5.00	2.16
		Occasionally	Prepared	43	4.23	2.08
		Seldom	Performed	43	1.67	1.36
	CYF	Occasionally	Willing	19	4.26	1.76
		Infrequently	Prepared	19	3.11	1.79
		Seldom	Performed	19	1.53	1.17
	DEA	Often	Willing	40	5.65	1.56
		Frequently	Prepared	40	5.20	1.83
		Seldom	Performed	40	2.38	1.55
	ALL	Frequently	Willing	326	5.39	1.78
		Frequently	Prepared	326	4.70	1.88
		Seldom	Performed	326	1.98	1.51

Table 71. Fostering favorable relations with news media by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
14. Fostering favorable relations with news media.	CED	Very Often	Willing	68	6.50	.86
		Often	Prepared	68	6.13	1.01
		Frequently	Performed	68	5.49	1.47
	ANR	Often	Willing	79	6.25	1.11
		Often	Prepared	79	5.73	1.51
		Frequently	Performed	79	4.80	2.10
	EC/ED	Very Often	Willing	19	6.84	.50
		Often	Prepared	19	5.89	1.29
		Frequently	Performed	19	4.89	2.26
	4-H	Often	Willing	58	6.40	.86
		Often	Prepared	58	5.88	1.11
		Frequently	Performed	58	5.22	1.49
	EE	Often	Willing	43	6.37	.93
		Frequently	Prepared	43	5.23	1.21
		Occasionally	Performed	44	3.86	2.08
	CYF	Often	Willing	19	6.26	.93
		Often	Prepared	19	5.53	1.35
		Occasionally	Performed	19	4.32	1.77
	DEA	Often	Willing	41	6.20	1.17
		Often	Prepared	40	5.90	1.39
		Occasionally	Performed	40	4.47	1.91
	ALL	Often	Willing	327	6.37	.97
		Often	Prepared	326	5.79	1.29
		Frequently	Performed	327	4.83	1.90



Table 72. Promoting the fact that MSU Extension is in every county in Michigan by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
15. Promoting the fact that MSU Extension is in every county in Michigan.	CED	Very Often	Willing	68	6.57	.76
		Often	Prepared	68	6.43	.82
		Often	Performed	68	5.88	1.41
	ANR	Often	Willing	79	6.48	1.00
		Often	Prepared	79	6.27	1.12
		Frequently	Performed	79	4.63	1.90
	EC/ED	Often	Willing	19	6.47	1.31
		Very Often	Prepared	19	6.63	.60
		Often	Performed	19	5.58	1.57
	4-H	Very Often	Willing	58	6.64	.69
		Very Often	Prepared	58	6.57	.65
		Often	Performed	58	5.83	1.45
	EE	Very Often	Willing	43	6.84	.37
		Very Often	Prepared	43	6.65	.69
		Often	Performed	44	5.70	1.77
	CYF	Very Often	Willing	19	6.58	.84
		Often	Prepared	19	6.37	.96
		Often	Performed	18	5.50	1.65
	DEA	Very Often	Willing	41	6.61	.63
		Very Often	Prepared	41	6.51	.75
		Frequently	Performed	41	5.46	1.72
	ALL	Very Often	Willing	327	6.60	.81
		Often	Prepared	327	6.46	.85
		Frequently	Performed	327	5.46	1.71



Table 73. Using the satellite downlink to conduct programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
16. Using the satellite downlink to conduct programs.	CED	Often	Willing	68	6.18	1.09
		Often	Prepared	68	5.66	1.32
		Occasionally	Performed	68	3.91	1.77
	ANR	Frequently	Willing	79	5.23	1.88
		Occasionally	Prepared	79	4.20	2.24
		Seldom	Performed	79	2.14	1.66
	EC/ED	Frequently	Willing	19	4.79	1.93
		Occasionally	Prepared	19	3.58	2.29
		Seldom	Performed	19	1.95	1.65
	4-H	Often	Willing	58	5.52	1.77
		Occasionally	Prepared	58	4.28	2.01
		Infrequently	Performed	58	2.67	1.69
	EE	Often	Willing	43	5.88	1.79
		Occasionally	Prepared	43	4.33	2.30
		Infrequently	Performed	44	2.80	1.95
	CYF	Frequently	Willing	19	5.42	1.64
		Frequently	Prepared	19	5.26	1.88
		Occasionally	Performed	19	3.74	2.00
	DEA	Frequently	Willing	41	4.73	2.01
		Occasionally	Prepared	40	3.73	1.89
		Seldom	Performed	40	1.60	.81
	ALL	Frequently	Willing	327	5.49	1.77
		Frequently	Prepared	326	4.50	2.08
		Infrequently	Performed	327	2.71	1.84



Table 74. Promoting all MSU Extension programs as a unified package by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in promotion section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
17. Promoting all MSU Extension programs as a unified package.	CED	Often	Willing	68	6.40	1.04
		Often	Prepared	68	6.06	1.28
		Frequently	Performed	68	5.44	1.68
	ANR	Often	Willing	78	5.53	1.53
		Frequently	Prepared	77	4.53	1.80
		Infrequently	Performed	76	3.33	1.71
	EC/ED	Often	Willing	19	6.11	1.41
		Frequently	Prepared	19	5.26	1.59
		Frequently	Performed	19	4.53	2.14
	4-H	Often	Willing	58	6.16	1.02
		Frequently	Prepared	58	4.98	1.44
		Occasionally	Performed	58	4.22	1.80
	EE	Very Often	Willing	43	6.53	.83
		Frequently	Prepared	43	5.30	1.55
		Occasionally	Performed	44	4.36	2.21
	CYF	Often	Willing	19	6.05	1.18
		Frequently	Prepared	19	4.68	1.42
		Occasionally	Performed	19	3.79	1.99
	DEA	Frequently	Willing	40	5.35	1.75
		Occasionally	Prepared	40	3.98	1.95
		Infrequently	Performed	40	2.83	1.75
	ALL	Often	Willing	325	6.00	1.34
		Frequently	Prepared	324	5.02	1.71
		Occasionally	Performed	324	4.11	2.02



Table 75. Describing MSU Extension's role in public policy education by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
1. Describing MSU Extension's role in public policy education.	CED	Often	Willing	68	6.03	1.13
		Frequently	Prepared	68	5.44	1.31
		Occasionally	Performed	68	4.37	1.65
	ANR	Frequently	Willing	79	5.15	1.50
		Occasionally	Prepared	79	4.11	1.69
		Infrequently	Performed	79	2.77	1.53
	EC/ED	Often	Willing	19	5.95	1.08
		Frequently	Prepared	19	5.05	1.61
		Occasionally	Performed	19	4.00	1.97
	4-H	Frequently	Willing	58	5.45	1.38
		Occasionally	Prepared	58	4.05	1.59
		Infrequently	Performed	58	2.86	1.71
	EE	Often	Willing	43	5.65	1.38
		Occasionally	Prepared	43	3.65	1.45
		Infrequently	Performed	44	2.66	1.84
	CYF	Often	Willing	18	5.50	1.04
		Occasionally	Prepared	18	4.06	1.70
		Infrequently	Performed	18	3.17	2.20
	DEA	Frequently	Willing	39	5.31	1.78
		Frequently	Prepared	39	4.51	1.88
		Infrequently	Performed	39	3.05	2.01
	ALL	Often	Willing	324	5.54	1.41
		Occasionally	Prepared	324	4.42	1.69
		Infrequently	Performed	325	3.23	1.86



Table 76. Utilizing strategic planning by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
2. Utilizing strategic planning.	CED	Often	Willing	68	5.96	1.10
		Frequently	Prepared	68	5.04	1.31
		Occasionally	Performed	68	4.07	1.74
	ANR	Frequently	Willing	79	5.46	1.38
		Frequently	Prepared	79	4.53	1.69
		Infrequently	Performed	79	3.20	1.71
	EC/ED	Very Often	Willing	19	6.68	.58
		Often	Prepared	19	5.84	1.07
		Frequently	Performed	19	5.37	1.54
	4-H	Often	Willing	58	5.81	1.25
		Frequently	Prepared	58	4.52	1.71
		Occasionally	Performed	58	3.71	1.78
	EE	Often	Willing	43	5.56	1.39
		Occasionally	Prepared	43	4.09	1.59
		Infrequently	Performed	43	2.86	1.82
	CYF	Often	Willing	18	5.72	.83
		Frequently	Prepared	18	4.61	1.85
		Occasionally	Performed	18	3.83	2.15
	DEA	Often	Willing	40	5.65	1.56
		Frequently	Prepared	40	4.95	1.93
		Occasionally	Performed	40	3.68	2.04
	ALL	Often	Willing	325	5.75	1.29
		Frequently	Prepared	325	4.71	1.66
		Occasionally	Performed	325	3.65	1.88

Table 77. Involving advisory groups in identifying customer/community needs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
3. Involving advisory groups in identifying customer/community needs.	CED	Often	Willing	68	6.47	.72
		Often	Prepared	68	6.09	.96
		Frequently	Performed	68	5.07	1.61
	ANR	Often	Willing	79	5.99	1.15
		Frequently	Prepared	79	5.37	1.40
		Occasionally	Performed	79	4.22	1.92
	EC/ED	Very Often	Willing	19	6.74	.56
		Often	Prepared	19	5.84	1.74
		Frequently	Performed	19	5.26	1.69
	4-H	Often	Willing	58	6.29	1.01
		Often	Prepared	58	5.64	1.33
		Frequently	Performed	57	5.12	1.86
	EE	Often	Willing	43	6.30	1.06
		Frequently	Prepared	43	5.30	1.44
		Occasionally	Performed	44	4.11	1.90
	CYF	Often	Willing	18	6.28	.89
		Often	Prepared	18	5.83	1.10
		Frequently	Performed	18	4.83	1.69
	DEA	Often	Willing	40	6.03	1.23
		Often	Prepared	40	5.65	1.48
		Occasionally	Performed	40	4.45	1.80
	ALL	Often	Willing	325	6.25	1.02
		Often	Prepared	325	5.65	1.35
		Frequently	Performed	325	4.66	1.84

Table 78. Involving advisory groups in planning programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, $\bar{X}$ = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	$\bar{X}$	S.D.
4. Involving advisory groups in planning programs.	CED	Often	Willing	65	6.23	1.03
		Often	Prepared	65	5.78	1.08
		Frequently	Performed	65	4.71	1.42
	ANR	Often	Willing	79	5.82	1.30
		Frequently	Prepared	79	5.27	1.47
		Occasionally	Performed	79	3.86	1.94
	EC/ED	Very Often	Willing	19	6.68	.58
		Often	Prepared	19	5.95	1.43
		Frequently	Performed	19	5.26	1.45
	4-H	Often	Willing	57	6.28	1.01
		Often	Prepared	57	5.81	1.20
		Frequently	Performed	57	5.18	1.80
	EE	Often	Willing	42	5.98	1.14
		Frequently	Prepared	42	4.98	1.52
		Occasionally	Performed	43	3.79	1.99
	CYF	Often	Willing	19	6.21	.85
		Frequently	Prepared	19	5.37	1.34
		Frequently	Performed	19	4.74	1.94
	DEA	Often	Willing	40	5.83	1.30
		Often	Prepared	40	5.53	1.45
		Occasionally	Performed	40	4.33	1.67
	ALL	Often	Willing	321	6.08	1.14
		Often	Prepared	321	5.51	1.37
		Occasionally	Performed	322	4.45	1.84

Table 79. Involving advisory groups in implementing programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
5. Involving advisory groups in implementing programs.	CED	Often	Willing	65	5.95	1.27
		Often	Prepared	65	5.52	1.29
		Occasionally	Performed	65	4.14	1.68
	ANR	Often	Willing	78	5.71	1.42
		Frequently	Prepared	78	5.09	1.61
		Infrequently	Performed	78	3.41	1.94
	EC/ED	Often	Willing	19	6.47	.96
		Often	Prepared	19	5.74	1.33
		Frequently	Performed	19	5.00	1.70
	4-H	Often	Willing	57	6.23	1.00
		Often	Prepared	57	5.70	1.24
		Frequently	Performed	57	4.84	1.89
	EE	Often	Willing	42	5.90	1.19
		Frequently	Prepared	42	4.76	1.57
		Infrequently	Performed	43	3.30	2.19
	CYF	Often	Willing	19	5.95	1.18
		Frequently	Prepared	19	5.00	1.49
		Occasionally	Performed	19	4.05	2.12
	DEA	Often	Willing	40	5.65	1.56
		Frequently	Prepared	40	5.20	1.62
		Occasionally	Performed	40	3.85	1.81
	ALL	Often	Willing	320	5.93	1.28
		Frequently	Prepared	320	5.29	1.48
		Occasionally	Performed	321	3.98	1.97

Table 80. Involving advisory groups in evaluating programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
6. Involving advisory groups in evaluating programs.	CED	Often	Willing	65	5.78	1.41
		Frequently	Prepared	65	5.00	1.69
		Occasionally	Performed	65	3.55	1.71
	ANR	Often	Willing	79	5.73	1.37
		Frequently	Prepared	79	4.77	1.67
		Infrequently	Performed	79	2.89	1.81
	EC/ED	Often	Willing	19	6.32	.89
		Frequently	Prepared	19	4.95	1.35
		Occasionally	Performed	19	3.79	1.55
	4-H	Often	Willing	57	5.88	1.23
		Frequently	Prepared	57	5.14	1.46
		Occasionally	Performed	57	4.02	2.05
	EE	Often	Willing	42	5.83	1.32
		Occasionally	Prepared	42	4.40	1.62
		Infrequently	Performed	43	2.72	1.76
	CYF	Often	Willing	19	6.16	.90
		Frequently	Prepared	19	5.21	1.18
		Occasionally	Performed	19	3.84	2.01
	DEA	Often	Willing	40	5.58	1.47
		Frequently	Prepared	40	4.68	1.76
		Infrequently	Performed	39	3.08	1.63
	ALL	Often	Willing	321	5.82	1.31
		Frequently	Prepared	321	4.86	1.61
		Infrequently	Performed	321	3.33	1.85

Table 81. Involving advisory groups in identifying resources by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
7. Involving advisory groups in identifying resources.	CED	Often	Willing	65	6.32	.87
		Often	Prepared	65	5.92	1.18
		Frequently	Performed	65	4.75	1.62
	ANR	Often	Willing	78	6.01	1.21
		Frequently	Prepared	78	5.06	1.76
		Occasionally	Performed	78	3.53	1.98
	EC/ED	Often	Willing	19	6.47	.84
		Frequently	Prepared	19	5.47	1.26
		Frequently	Performed	19	4.79	1.47
	4-H	Often	Willing	56	6.11	1.17
		Often	Prepared	56	5.54	1.41
		Occasionally	Performed	56	4.48	2.08
	EE	Often	Willing	42	6.02	.98
		Frequently	Prepared	42	4.88	1.53
		Occasionally	Performed	42	3.76	2.17
	CYF	Often	Willing	19	6.21	.92
		Often	Prepared	19	5.53	1.07
		Occasionally	Performed	19	4.21	2.02
	DEA	Often	Willing	40	5.80	1.32
		Frequently	Prepared	40	5.18	1.53
		Occasionally	Performed	40	3.73	1.93
	ALL	Often	Willing	319	6.11	1.10
		Frequently	Prepared	319	5.36	1.50
		Occasionally	Performed	319	4.12	1.98



Table 82. Involving advisory groups in securing resources by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, $\bar{X}$ = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	$\bar{X}$	S.D.
8. Involving advisory groups in securing resources.	CED	Often	Willing	65	6.12	1.24
		Frequently	Prepared	65	5.48	1.39
		Occasionally	Performed	65	4.05	1.81
	ANR	Often	Willing	78	5.79	1.42
		Frequently	Prepared	79	4.80	1.85
		Infrequently	Performed	79	3.11	1.87
	EC/ED	Very Often	Willing	18	6.56	.70
		Frequently	Prepared	18	5.39	1.65
		Frequently	Performed	18	4.72	1.96
	4-H	Often	Willing	57	6.19	1.06
		Often	Prepared	57	5.54	1.48
		Occasionally	Performed	57	4.32	1.97
	EE	Often	Willing	41	5.95	1.26
		Frequently	Prepared	41	4.54	1.58
		Infrequently	Performed	41	3.32	1.97
	CYF	Often	Willing	19	6.11	1.05
		Frequently	Prepared	19	5.26	1.28
		Occasionally	Performed	19	4.21	2.04
	DEA	Often	Willing	40	5.65	1.44
		Frequently	Prepared	40	5.00	1.63
		Occasionally	Performed	40	3.50	1.91
	ALL	Often	Willing	318	6.00	1.26
		Frequently	Prepared	319	5.12	1.62
		Occasionally	Performed	319	3.75	1.96

Table 83. Involving advisory groups in managing resources by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
9. Involving advisory groups in managing resources.	CED	Frequently	Willing	65	5.17	1.76
		Occasionally	Prepared	65	4.46	1.83
		Infrequently	Performed	65	2.75	1.71
	ANR	Frequently	Willing	79	5.14	1.72
		Occasionally	Prepared	79	4.29	1.77
		Infrequently	Performed	79	2.51	1.72
	EC/ED	Often	Willing	19	6.11	1.33
		Frequently	Prepared	19	4.58	1.77
		Occasionally	Performed	19	3.74	2.05
	4-H	Often	Willing	57	5.95	1.09
		Frequently	Prepared	57	5.35	1.49
		Occasionally	Performed	57	4.26	2.13
	EE	Frequently	Willing	41	5.46	1.69
		Occasionally	Prepared	41	4.15	1.82
		Infrequently	Performed	41	2.71	1.94
	CYF	Often	Willing	17	5.65	1.69
		Occasionally	Prepared	17	4.24	1.64
		Infrequently	Performed	17	3.29	2.02
	DEA	Frequently	Willing	40	4.93	1.79
		Occasionally	Prepared	40	4.40	1.93
		Seldom	Performed	40	2.28	1.55
	ALL	Frequently	Willing	318	5.39	1.65
		Frequently	Prepared	318	4.53	1.79
		Infrequently	Performed	318	2.98	1.95

Table 84. Involving advisory groups as advocates of MSU Extension by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
10. Involving advisory groups as advocates of MSU Extension.	CED	Often	Willing	65	6.42	.81
		Often	Prepared	65	5.94	1.14
		Frequently	Performed	65	5.11	1.59
	ANR	Often	Willing	79	6.18	1.06
		Frequently	Prepared	79	5.39	1.67
		Occasionally	Performed	79	4.22	2.04
	EC/ED	Often	Willing	19	6.26	1.19
		Frequently	Prepared	19	5.26	1.28
		Occasionally	Performed	19	3.95	1.87
	4-H	Often	Willing	57	6.11	1.33
		Frequently	Prepared	57	5.46	1.35
		Frequently	Performed	57	4.67	1.80
	EE	Often	Willing	41	6.44	1.07
		Frequently	Prepared	41	5.34	1.57
		Occasionally	Performed	42	4.38	2.05
	CYF	Often	Willing	19	6.16	1.01
		Frequently	Prepared	19	4.95	1.61
		Occasionally	Performed	19	3.89	2.13
	DEA	Often	Willing	40	5.93	1.14
		Frequently	Prepared	40	5.35	1.48
		Occasionally	Performed	40	3.88	2.05
	ALL	Often	Willing	320	6.22	1.09
		Frequently	Prepared	320	5.47	1.47
		Occasionally	Performed	321	4.42	1.94

Table 85. Describing the organizational structure of MSU Extension by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
11. Describing the organizational structure of MSU Extension.	CED	Often	Willing	65	6.28	1.02
		Often	Prepared	65	5.94	1.17
		Frequently	Performed	65	4.88	1.80
	ANR	Often	Willing	78	5.82	1.36
		Frequently	Prepared	78	4.86	1.60
		Infrequently	Performed	78	3.33	1.70
	EC/ED	Often	Willing	19	5.89	1.45
		Frequently	Prepared	19	5.11	1.56
		Occasionally	Performed	19	3.95	1.81
	4-H	Often	Willing	57	6.02	1.20
		Frequently	Prepared	57	5.47	1.51
		Occasionally	Performed	57	4.42	1.92
	EE	Often	Willing	41	6.10	1.32
		Frequently	Prepared	41	4.98	1.94
		Occasionally	Performed	42	3.95	2.05
	CYF	Often	Willing	19	5.58	1.43
		Frequently	Prepared	19	4.84	1.42
		Infrequently	Performed	19	3.05	1.47
	DEA	Often	Willing	40	5.58	1.39
		Frequently	Prepared	40	5.20	1.65
		Occasionally	Performed	40	3.63	1.92
	ALL	Often	Willing	319	5.94	1.29
		Frequently	Prepared	319	5.26	1.59
		Occasionally	Performed	320	3.98	1.91

Table 86. Describing the funding sources of MSU Extension by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
12. Describing the funding sources of MSU Extension.	CED	Often	Willing	65	6.38	.88
		Often	Prepared	65	5.98	1.18
		Frequently	Performed	65	5.11	1.69
	ANR	Often	Willing	79	5.86	1.27
		Frequently	Prepared	79	4.75	1.77
		Infrequently	Performed	79	3.49	1.71
	EC/ED	Often	Willing	19	5.95	1.43
		Frequently	Prepared	19	4.79	1.72
		Occasionally	Performed	19	3.95	1.87
	4-H	Often	Willing	57	5.72	1.40
		Frequently	Prepared	57	5.02	1.78
		Occasionally	Performed	57	4.05	1.95
	EE	Often	Willing	41	5.90	1.58
		Frequently	Prepared	41	4.66	1.88
		Occasionally	Performed	42	3.93	2.22
	CYF	Often	Willing	19	5.68	1.42
		Occasionally	Prepared	19	4.21	1.96
		Infrequently	Performed	19	3.26	1.94
	DEA	Often	Willing	40	5.65	1.23
		Frequently	Prepared	40	4.90	1.81
		Infrequently	Performed	40	3.48	1.91
	ALL	Often	Willing	320	5.92	1.30
		Frequently	Prepared	320	5.03	1.76
		Occasionally	Performed	321	3.99	1.95

Table 87. Responding to changes in the market for programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
13. Responding to changes in the market for programs.	CED	Often	Willing	64	6.13	1.21
		Frequently	Prepared	64	5.14	1.47
		Occasionally	Performed	64	4.38	1.64
	ANR	Often	Willing	78	6.00	.99
		Frequently	Prepared	78	4.94	1.41
		Occasionally	Performed	78	3.86	1.76
	EC/ED	Very Often	Willing	19	6.58	.69
		Frequently	Prepared	19	5.37	1.34
		Frequently	Performed	19	4.74	1.56
	4-H	Often	Willing	57	5.65	1.46
		Frequently	Prepared	57	4.89	1.55
		Occasionally	Performed	57	3.91	1.82
	EE	Often	Willing	41	6.24	1.02
		Frequently	Prepared	41	4.76	1.62
		Occasionally	Performed	41	4.12	1.86
	CYF	Often	Willing	19	6.37	.76
		Frequently	Prepared	19	4.79	1.40
		Occasionally	Performed	19	3.84	1.80
	DEA	Often	Willing	40	5.80	1.24
		Frequently	Prepared	40	5.10	1.53
		Occasionally	Performed	40	4.08	1.94
	ALL	Often	Willing	318	6.03	1.16
		Frequently	Prepared	318	4.98	1.48
		Occasionally	Performed	318	4.08	1.77

**Table 88. Analyzing programs offered by other organizations similar to those offered in your program area by MSU Extension Agent position.**

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
14. Analyzing programs offered by other organizations similar to those offered in your program area.	CED	Often	Willing	65	5.71	1.33
		Frequently	Prepared	65	4.74	1.50
		Occasionally	Performed	65	3.71	1.70
	ANR	Often	Willing	78	5.71	1.20
		Occasionally	Prepared	79	4.46	1.60
		Infrequently	Performed	79	3.11	1.83
	EC/ED	Often	Willing	19	6.37	.96
		Frequently	Prepared	19	5.47	1.39
		Occasionally	Performed	19	4.37	1.95
	4-H	Often	Willing	57	5.51	1.58
		Frequently	Prepared	57	4.65	1.73
		Occasionally	Performed	57	3.61	1.82
	EE	Often	Willing	41	6.07	1.06
		Frequently	Prepared	41	4.80	1.62
		Occasionally	Performed	42	3.79	2.05
	CYF	Frequently	Willing	19	5.32	1.70
		Frequently	Prepared	19	4.68	1.42
		Occasionally	Performed	19	3.63	1.95
	DEA	Frequently	Willing	40	5.48	1.43
		Frequently	Prepared	40	4.97	1.66
		Occasionally	Performed	40	3.73	1.81
	ALL	Often	Willing	319	5.71	1.35
		Frequently	Prepared	320	4.73	1.60
		Occasionally	Performed	321	3.59	1.86

Table 89. Analyzing risks in offering programs by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you willing? Are you prepared? How often have you done (performed) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
15. Analyzing risks in offering programs.	CED	Often	Willing	65	5.85	1.11
		Frequently	Prepared	65	4.89	1.47
		Occasionally	Performed	65	3.91	1.63
	ANR	Often	Willing	79	5.70	1.17
		Frequently	Prepared	79	4.62	1.70
		Occasionally	Performed	79	3.54	1.95
	EC/ED	Often	Willing	19	6.16	1.12
		Frequently	Prepared	19	4.79	1.44
		Occasionally	Performed	19	3.74	1.66
	4-H	Often	Willing	57	5.67	1.42
		Frequently	Prepared	57	4.79	1.64
		Occasionally	Performed	57	3.88	1.67
	EE	Often	Willing	40	5.55	1.45
		Occasionally	Prepared	39	3.92	1.75
		Infrequently	Performed	41	3.17	1.97
	CYF	Often	Willing	18	6.00	1.03
		Frequently	Prepared	18	5.44	1.29
		Occasionally	Performed	18	4.33	1.71
	DEA	Frequently	Willing	40	5.25	1.56
		Occasionally	Prepared	40	4.45	1.71
		Infrequently	Performed	40	3.48	1.96
	ALL	Often	Willing	318	5.69	1.30
		Frequently	Prepared	317	4.66	1.64
		Occasionally	Performed	319	3.68	1.82



Table 90. Responding to County Commission requests by MSU Extension Agent position.

<b>Skill:</b> Corresponds to respective skill as listed in environment section of survey questionnaire.						
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions						
<b>Scale Ranges and Descriptions According To Means (X):</b> 1.00 – 1.49 = Never, 1.50 – 2.49 = Seldom, 2.50 – 3.49 = Infrequently, 3.50 – 4.49 = Occasionally, 4.50 – 5.49 = Frequently, 5.50 – 6.49 = Often, and 6.50 – 7.00 = Very Often						
<b>Categories:</b> Are you <b>willing</b> ? Are you <b>prepared</b> ? How often have you done ( <b>performed</b> ) the skill within the past year?						
<b>Statistics:</b> N = Number, X = Mean, and S.D. = Standard Deviation						
Skill	Positions	Descriptions	Categories	Statistics		
				N	X	S.D.
16. Responding to County Commission requests.	CED	Very Often	Willing	65	6.60	.72
		Often	Prepared	65	6.23	.93
		Frequently	Performed	65	5.32	1.55
	ANR	Often	Willing	78	6.27	.89
		Often	Prepared	78	5.63	1.56
		Occasionally	Performed	78	3.55	1.97
	EC/ED	Very Often	Willing	19	6.68	.67
		Often	Prepared	19	5.63	1.67
		Frequently	Performed	19	4.84	1.98
	4-H	Often	Willing	57	6.11	1.14
		Often	Prepared	57	5.51	1.54
		Occasionally	Performed	57	4.14	1.92
	EE	Very Often	Willing	40	6.55	.68
		Often	Prepared	40	5.60	1.43
		Occasionally	Performed	42	4.10	2.37
	CYF	Often	Willing	18	6.44	.78
		Often	Prepared	18	5.61	1.20
		Occasionally	Performed	18	3.67	2.43
	DEA	Often	Willing	37	5.73	1.59
		Frequently	Prepared	37	5.38	1.77
		Infrequently	Performed	37	3.03	1.74
	ALL	Often	Willing	314	6.32	1.01
		Often	Prepared	314	5.70	1.46
		Occasionally	Performed	316	4.12	2.07

## APPENDIX L

### PERCENTAGES BY POSITION FOR INDIVIDUAL QUESTIONNAIRE ITEMS

Table 91. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Introduction – Letting People Know Who We Are!

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p < .001 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
1. Introduction – Letting People Know Who We Are!	CED	Familiar	59	89.4	7	10.6	66
		Prepared	52	81.3	12	18.8	64
		Used	33	50.8	32	49.2	65
	ANR	Familiar	36	46.2	42	53.8	78
		Prepared	31	41.3	44	58.7	75
		Used	8	10.5	68	89.5	76
	EC/ED	Familiar	9	47.4	10	52.6	19
		Prepared	12	63.2	7	36.8	19
		Used	0	0	19	100.0	19
	4-H	Familiar	28	48.3	30	51.7	58
		Prepared	21	36.2	37	63.8	58
		Used	6	10.3	52	89.7	58
	EE	Familiar	21	48.8	22	51.2	43
		Prepared	25	61.0	16	39.0	41
		Used	13	31.7	28	68.3	41
	CYF	Familiar	10	52.6	9	47.4	19
		Prepared	9	50.0	9	50.0	18
		Used	6	33.3	12	66.7	18
	DEA	Familiar	17	44.7	21	55.3	38
		Prepared	14	37.8	23	62.2	37
		Used	3	7.9	35	92.1	38
	ALL	Familiar	180	56.1	141	43.9	321
		Prepared	164	52.6	148	47.4	312
		Used	69	21.9	246	78.1	315

Table 92. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Fab Five for County MSUE Offices.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p < .001 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
2. Fab Five for County MSUE Offices	CED	Familiar	55	84.6	10	15.4	65
		Prepared	45	71.4	18	28.6	63
		Used	32	49.2	33	50.8	65
	ANR	Familiar	29	37.2	49	62.8	78
		Prepared	23	30.7	52	69.3	75
		Used	8	10.5	68	89.5	76
	EC/ED	Familiar	8	42.1	11	57.9	19
		Prepared	6	31.6	13	68.4	19
		Used	2	10.5	17	89.5	19
	4-H	Familiar	17	29.3	41	70.7	58
		Prepared	15	26.3	42	73.7	57
		Used	5	8.6	53	91.4	58
	EE	Familiar	17	39.5	26	60.5	43
		Prepared	16	40.0	24	60.0	40
		Used	7	17.1	34	82.9	41
	CYF	Familiar	6	31.6	13	68.4	19
		Prepared	7	38.9	11	61.1	18
		Used	4	22.2	14	77.8	18
	DEA	Familiar	9	23.7	29	76.3	38
		Prepared	7	18.4	31	81.6	38
		Used	1	2.6	37	97.4	38
	ALL	Familiar	141	44.1	179	55.9	320
		Prepared	119	38.4	191	61.6	310
		Used	59	18.7	256	81.3	315

Table 93. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
MSU Extension County Marketing Survey Instructions.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .003 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
3. MSU Extension County Marketing Survey Instructions	CED	Familiar	46	69.7	20	30.3	66
		Prepared	34	51.5	32	48.5	66
		Used	18	27.3	48	72.7	66
	ANR	Familiar	23	29.5	55	70.5	78
		Prepared	19	25.3	56	74.7	75
		Used	5	6.6	71	93.4	76
	EC/ED	Familiar	4	22.2	14	77.8	18
		Prepared	5	26.3	14	73.7	19
		Used	0	0	19	100.0	19
	4-H	Familiar	15	26.3	42	73.7	57
		Prepared	11	19.6	45	80.4	56
		Used	2	3.5	55	96.5	57
	EE	Familiar	12	27.9	31	72.1	43
		Prepared	10	25.0	30	75.0	40
		Used	5	12.5	35	87.5	40
	CYF	Familiar	6	31.6	13	68.4	19
		Prepared	6	33.3	12	66.7	18
		Used	3	16.7	15	83.3	18
	DEA	Familiar	8	21.1	30	78.9	38
		Prepared	8	21.6	29	78.4	37
		Used	1	2.6	37	97.4	38
	ALL	Familiar	114	35.7	205	64.3	319
		Prepared	93	29.9	218	70.1	311
		Used	34	10.8	280	89.2	314

Table 94. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
MSU Extension County Marketing Survey.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .003 Sig.], and Used [p = .246 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
4. MSU Extension County Marketing Survey	CED	Familiar	46	69.7	20	30.3	66
		Prepared	32	49.2	33	50.8	65
		Used	11	16.9	54	83.1	65
	ANR	Familiar	22	28.2	56	71.8	78
		Prepared	17	22.7	58	77.3	75
		Used	6	7.9	70	92.1	76
	EC/ED	Familiar	6	31.6	13	68.4	19
		Prepared	5	26.3	14	73.7	19
		Used	0	0	19	100.0	19
	4-H	Familiar	15	25.9	43	74.1	58
		Prepared	12	21.1	45	78.9	57
		Used	5	8.6	53	91.4	58
	EE	Familiar	8	18.6	35	81.4	43
		Prepared	7	17.9	32	82.1	39
		Used	4	10.0	36	90.0	40
	CYF	Familiar	6	31.6	13	68.4	19
		Prepared	6	33.3	12	66.7	18
		Used	3	16.7	15	83.3	18
	DEA	Familiar	8	21.6	29	78.4	37
		Prepared	8	21.6	29	78.4	37
		Used	2	5.4	35	94.6	37
	ALL	Familiar	111	34.7	209	65.3	320
		Prepared	87	28.1	223	71.9	310
		Used	31	9.9	282	90.1	313

Table 95. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Action Planning Checklist.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .002 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
5. Action Planning Checklist	CED	Familiar	47	71.2	19	28.8	66
		Prepared	37	56.1	29	43.9	66
		Used	20	30.3	46	69.7	66
	ANR	Familiar	21	26.9	57	73.1	78
		Prepared	22	28.9	54	71.1	76
		Used	6	7.9	70	92.1	76
	EC/ED	Familiar	7	36.8	12	63.2	19
		Prepared	7	36.8	12	63.2	19
		Used	1	5.3	18	94.7	19
	4-H	Familiar	11	19.0	47	81.0	58
		Prepared	13	22.8	44	77.2	57
		Used	4	6.9	54	93.1	58
	EE	Familiar	9	20.9	34	79.1	43
		Prepared	10	25.0	30	75.0	40
		Used	6	15.8	32	84.2	38
	CYF	Familiar	8	42.1	11	57.9	19
		Prepared	7	38.9	11	61.1	18
		Used	6	33.3	12	66.7	18
	DEA	Familiar	10	26.3	28	73.7	38
		Prepared	10	27.0	27	73.0	37
		Used	3	8.1	34	91.9	37
	ALL	Familiar	113	35.2	208	64.8	321
		Prepared	106	33.9	207	66.1	313
		Used	46	14.7	266	85.3	312

Table 96. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Marketing Action Plan.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .005 Sig.], and Used [p = .011 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
6. Marketing Action Plan	CED	Familiar	49	75.4	16	24.6	65
		Prepared	37	56.9	28	43.1	65
		Used	18	28.1	46	71.9	64
	ANR	Familiar	24	30.8	54	69.2	78
		Prepared	18	23.7	58	76.3	76
		Used	5	6.7	70	93.3	75
	EC/ED	Familiar	10	52.6	9	47.4	19
		Prepared	6	31.6	13	68.4	19
		Used	2	10.5	17	89.5	19
	4-H	Familiar	20	35.1	37	64.9	57
		Prepared	18	32.1	38	67.9	56
		Used	8	13.8	50	86.2	58
	EE	Familiar	11	26.8	30	73.2	41
		Prepared	13	32.5	27	67.5	40
		Used	3	7.9	35	92.1	38
	CYF	Familiar	6	31.6	13	68.4	19
		Prepared	7	38.9	11	61.1	18
		Used	4	22.2	14	77.8	18
	DEA	Familiar	14	36.8	24	63.2	38
		Prepared	12	32.4	25	67.6	37
		Used	4	10.5	34	89.5	38
	ALL	Familiar	134	42.3	183	57.7	317
		Prepared	111	35.7	200	64.3	311
		Used	44	14.2	266	85.8	310

Table 97. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Bringing Knowledge to Life Brochure.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p = .001 Sig.], Prepared [p < .001 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
7. Bringing Knowledge to Life Brochure	CED	Familiar	62	93.9	4	6.1	66
		Prepared	59	90.8	6	9.2	65
		Used	54	84.4	10	15.6	64
	ANR	Familiar	55	70.5	23	29.5	78
		Prepared	48	62.3	29	37.7	77
		Used	27	34.6	51	65.4	78
	EC/ED	Familiar	15	78.9	4	21.1	19
		Prepared	14	73.7	5	26.3	19
		Used	9	47.4	10	52.6	19
	4-H	Familiar	52	89.7	6	10.3	58
		Prepared	45	77.6	13	22.4	58
		Used	30	51.7	28	48.3	58
	EE	Familiar	34	79.1	9	20.9	43
		Prepared	33	76.7	10	23.3	43
		Used	27	62.8	16	37.2	43
	CYF	Familiar	13	68.4	6	31.6	19
		Prepared	13	72.2	5	27.8	18
		Used	13	72.2	5	27.8	18
	DEA	Familiar	24	63.2	14	36.8	38
		Prepared	14	38.9	22	61.1	36
		Used	13	34.2	25	65.8	38
	ALL	Familiar	255	79.4	66	20.6	321
		Prepared	226	71.5	90	28.5	316
		Used	173	54.4	145	45.6	318



Table 98. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Marketing Extension through Educational Programs.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p = .001 Sig.], Prepared [p = .025 Sig.], and Used [p = .018 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
8. Marketing Extension through Educational Programs	CED	Familiar	49	75.4	16	24.6	65
		Prepared	43	66.2	22	33.8	65
		Used	29	44.6	36	55.4	65
	ANR	Familiar	31	40.3	46	59.7	77
		Prepared	29	38.7	46	61.3	75
		Used	14	18.7	61	81.3	75
	EC/ED	Familiar	9	47.4	10	52.6	19
		Prepared	10	52.6	9	47.4	19
		Used	6	31.6	13	68.4	19
	4-H	Familiar	27	48.2	29	51.8	56
		Prepared	25	45.5	30	54.5	55
		Used	15	26.8	41	73.2	56
	EE	Familiar	20	46.5	23	53.5	43
		Prepared	21	51.2	20	48.8	41
		Used	16	40.0	24	60.0	40
	CYF	Familiar	9	47.4	10	52.6	19
		Prepared	10	55.6	8	44.4	18
		Used	8	44.4	10	55.6	18
	DEA	Familiar	14	36.8	24	63.2	38
		Prepared	13	35.1	24	64.9	37
		Used	9	23.7	29	76.3	38
	ALL	Familiar	159	50.2	158	49.8	317
		Prepared	151	48.7	159	51.3	310
		Used	97	31.2	214	68.8	311

Table 99. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Your Role in Marketing MSU Extension: A Guide for Extension Council Members.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p < .001 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
9. Your Role in Marketing MSU Extension: A Guide for Extension Council Members	CED	Familiar	61	92.4	5	7.6	66
		Prepared	53	81.5	12	18.5	65
		Used	43	66.2	22	33.8	65
	ANR	Familiar	32	41.0	46	59.0	78
		Prepared	27	36.0	48	64.0	75
		Used	18	23.7	58	76.3	76
	EC/ED	Familiar	5	26.3	14	73.7	19
		Prepared	5	26.3	14	73.7	19
		Used	2	10.5	17	89.5	19
	4-H	Familiar	25	43.9	32	56.1	57
		Prepared	22	38.6	35	61.4	57
		Used	13	22.8	44	77.2	57
	EE	Familiar	15	34.9	28	65.1	43
		Prepared	16	39.0	25	61.0	41
		Used	9	22.5	31	77.5	40
	CYF	Familiar	10	55.6	8	44.4	18
		Prepared	9	50.0	9	50.0	18
		Used	8	44.4	10	55.6	18
	DEA	Familiar	12	32.4	25	67.6	37
		Prepared	8	22.2	28	77.8	36
		Used	3	8.1	34	91.9	37
	ALL	Familiar	160	50.3	158	49.7	318
		Prepared	140	45.0	171	55.0	311
		Used	96	30.8	216	69.2	312

Table 100. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Building Strong Relationships With Public Officials.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p < .001 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
10. Building Strong Relationships With Public Officials	CED	Familiar	56	86.2	9	13.8	65
		Prepared	51	78.5	14	21.5	65
		Used	32	49.2	33	50.8	65
	ANR	Familiar	22	28.2	56	71.8	78
		Prepared	21	28.0	54	72.0	75
		Used	11	14.5	65	85.5	76
	EC/ED	Familiar	7	36.8	12	63.2	19
		Prepared	9	47.4	10	52.6	19
		Used	4	21.1	15	78.9	19
	4-H	Familiar	17	29.3	41	70.7	58
		Prepared	16	28.1	41	71.9	57
		Used	5	8.6	53	91.4	58
	EE	Familiar	15	34.9	28	65.1	43
		Prepared	16	39.0	25	61.0	41
		Used	9	22.5	31	77.5	40
	CYF	Familiar	7	36.8	12	63.2	19
		Prepared	4	22.2	14	77.8	18
		Used	3	16.7	15	83.3	18
	DEA	Familiar	12	31.6	26	68.4	38
		Prepared	9	24.3	28	75.7	37
		Used	2	5.3	36	94.7	38
	ALL	Familiar	136	42.5	184	57.5	320
		Prepared	126	40.4	186	59.6	312
		Used	66	21.0	248	79.0	314

Table 101. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Positioning Statement & Marketing Objectives.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .035 Sig.], and Used [p = .192 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
1. Positioning Statement & Marketing Objectives	CED	Familiar	48	71.6	19	28.4	67
		Prepared	35	54.7	29	45.3	64
		Used	18	28.1	46	71.9	64
	ANR	Familiar	26	32.9	53	67.1	79
		Prepared	22	30.1	51	69.9	73
		Used	11	14.9	63	85.1	74
	EC/ED	Familiar	6	31.6	13	68.4	19
		Prepared	7	38.9	11	61.1	18
		Used	2	10.5	17	89.5	19
	4-H	Familiar	19	32.8	39	67.2	58
		Prepared	17	30.9	38	69.1	55
		Used	6	10.9	49	89.1	55
	EE	Familiar	17	41.5	24	58.5	41
		Prepared	10	26.3	28	73.7	38
		Used	5	12.2	36	87.8	41
	CYF	Familiar	8	44.4	10	55.6	18
		Prepared	5	27.8	13	72.2	18
		Used	3	16.7	15	83.3	18
	DEA	Familiar	14	35.9	25	64.1	39
		Prepared	14	37.8	23	62.2	37
		Used	6	16.2	31	83.8	37
	ALL	Familiar	138	43.0	183	57.0	321
		Prepared	110	36.3	193	63.7	303
		Used	51	16.6	257	83.4	308

Table 102. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
What is marketing?

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .005 Sig.], and Used [p = .015 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
2. What is marketing?	CED	Familiar	46	68.7	21	31.3	67
		Prepared	39	61.9	24	38.1	63
		Used	21	32.8	43	67.2	64
	ANR	Familiar	27	34.2	52	65.8	79
		Prepared	24	32.9	49	67.1	73
		Used	12	16.0	63	84.0	75
	EC/ED	Familiar	6	31.6	13	68.4	19
		Prepared	8	44.4	10	55.6	18
		Used	2	10.5	17	89.5	19
	4-H	Familiar	21	36.2	37	63.8	58
		Prepared	15	27.3	40	72.7	55
		Used	7	12.7	48	87.3	55
	EE	Familiar	19	46.3	22	53.7	41
		Prepared	16	42.1	22	57.9	38
		Used	7	17.1	34	82.9	41
	CYF	Familiar	9	47.4	10	52.6	19
		Prepared	7	38.9	11	61.1	18
		Used	4	22.2	14	77.8	18
	DEA	Familiar	13	33.3	26	66.7	39
		Prepared	12	33.3	24	66.7	36
		Used	2	5.4	35	94.6	37
	ALL	Familiar	141	43.8	181	56.2	322
		Prepared	121	40.2	180	59.8	301
		Used	55	17.8	254	82.2	309

Table 103. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Presentation Aides.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .074 Sig.], and Used [p = .733 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
3. Presentation Aides	CED	Familiar	41	61.2	26	38.8	67
		Prepared	34	53.1	30	46.9	64
		Used	15	23.4	49	76.6	64
	ANR	Familiar	21	26.9	57	73.1	78
		Prepared	24	32.9	49	67.1	73
		Used	12	16.0	63	84.0	75
	EC/ED	Familiar	4	21.1	15	78.9	19
		Prepared	8	42.1	11	57.9	19
		Used	3	15.8	16	84.2	19
	4-H	Familiar	14	24.1	44	75.9	58
		Prepared	16	29.1	39	70.9	55
		Used	7	12.7	48	87.3	55
	EE	Familiar	14	34.1	27	65.9	41
		Prepared	12	31.6	26	68.4	38
		Used	7	17.1	34	82.9	41
	CYF	Familiar	8	42.1	11	57.9	19
		Prepared	7	38.9	11	61.1	18
		Used	3	16.7	15	83.3	18
	DEA	Familiar	10	25.6	29	74.4	39
		Prepared	9	26.5	25	73.5	34
		Used	4	11.1	32	88.9	36
	ALL	Familiar	112	34.9	209	65.1	321
		Prepared	110	36.5	191	63.5	301
		Used	51	16.6	257	83.4	308

Table 104. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Graphics Standards Guidelines.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p = .006 Sig.], Prepared [p = .001 Sig.], and Used [p = .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
4. Graphics Standards Guidelines	CED	Familiar	51	76.1	16	23.9	67
		Prepared	52	80.0	13	20.0	65
		Used	45	69.2	20	30.8	65
	ANR	Familiar	36	45.6	43	54.4	79
		Prepared	33	45.2	40	54.8	73
		Used	26	34.2	50	65.8	76
	EC/ED	Familiar	11	57.9	8	42.1	19
		Prepared	12	63.2	7	36.8	19
		Used	8	42.1	11	57.9	19
	4-H	Familiar	32	55.2	26	44.8	58
		Prepared	33	58.9	23	41.1	56
		Used	28	50.9	27	49.1	55
	EE	Familiar	21	51.2	20	48.8	41
		Prepared	17	44.7	21	55.3	38
		Used	15	36.6	26	63.4	41
	CYF	Familiar	13	68.4	6	31.6	19
		Prepared	14	73.7	5	26.3	19
		Used	12	63.2	7	36.8	19
	DEA	Familiar	18	45.0	22	55.0	40
		Prepared	19	51.4	18	48.6	37
		Used	14	36.8	24	63.2	38
	ALL	Familiar	182	56.3	141	43.7	323
		Prepared	180	58.6	127	41.4	307
		Used	148	47.3	165	52.7	313

Table 105. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
MSUE Marketing Tagline with Music.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .099 Sig.], and Used [p = .162 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
5. MSUE Marketing Tagline with Music	CED	Familiar	47	70.1	20	29.9	67
		Prepared	29	45.3	35	54.7	64
		Used	6	9.4	58	90.6	64
	ANR	Familiar	34	43.0	45	57.0	79
		Prepared	23	31.9	49	68.1	72
		Used	9	12.0	66	88.0	75
	EC/ED	Familiar	8	42.1	11	57.9	19
		Prepared	4	21.1	15	78.9	19
		Used	0	0	19	100.0	19
	4-H	Familiar	23	39.7	35	60.3	58
		Prepared	16	29.1	39	70.9	55
		Used	7	12.7	48	87.3	55
	EE	Familiar	14	34.1	27	65.9	41
		Prepared	7	18.4	31	81.6	38
		Used	1	2.4	40	97.6	41
	CYF	Familiar	7	36.8	12	63.2	19
		Prepared	5	27.8	13	72.2	18
		Used	3	16.7	15	83.3	18
	DEA	Familiar	11	27.5	29	72.5	40
		Prepared	9	25.0	27	75.0	36
		Used	1	2.6	37	97.4	38
	ALL	Familiar	144	44.6	179	55.4	323
		Prepared	93	30.8	209	69.2	302
		Used	27	8.7	283	91.3	310



Table 106. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Fab Five Marketing Items for County Offices.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p < .001 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
6. Fab Five Marketing Items for County Offices	CED	Familiar	50	74.6	17	25.4	67
		Prepared	44	67.7	21	32.3	65
		Used	28	43.1	37	56.9	65
	ANR	Familiar	25	31.6	54	68.4	79
		Prepared	19	26.0	54	74.0	73
		Used	11	14.9	63	85.1	74
	EC/ED	Familiar	6	31.6	13	68.4	19
		Prepared	7	38.9	11	61.1	18
		Used	4	21.1	15	78.9	19
	4-H	Familiar	13	22.4	45	77.6	58
		Prepared	13	23.6	42	76.4	55
		Used	6	10.9	49	89.1	55
	EE	Familiar	15	36.6	26	63.4	41
		Prepared	12	30.8	27	69.2	39
		Used	8	19.5	33	80.5	41
	CYF	Familiar	6	31.6	13	68.4	19
		Prepared	6	33.3	12	66.7	18
		Used	3	17.6	14	82.4	17
	DEA	Familiar	10	25.0	30	75.0	40
		Prepared	9	25.0	27	75.0	36
		Used	2	5.7	33	94.3	35
	ALL	Familiar	125	38.7	198	61.3	323
		Prepared	110	36.2	194	63.8	304
		Used	62	20.3	244	79.7	306

Table 107. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Phone Book Examples.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .038 Sig.], and Used [p = .031 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
7. Phone Book Examples	CED	Familiar	36	53.7	31	46.3	67
		Prepared	28	45.2	34	54.8	62
		Used	13	21.0	49	79.0	62
	ANR	Familiar	12	15.2	67	84.8	79
		Prepared	14	19.4	58	80.6	72
		Used	4	5.3	71	94.7	75
	EC/ED	Familiar	3	15.8	16	84.2	19
		Prepared	4	22.2	14	77.8	18
		Used	1	5.3	18	94.7	19
	4-H	Familiar	14	24.1	44	75.9	58
		Prepared	15	27.3	40	72.7	55
		Used	4	7.3	51	92.7	55
	EE	Familiar	12	29.3	29	70.7	41
		Prepared	9	23.7	29	76.3	38
		Used	2	4.9	39	95.1	41
	CYF	Familiar	5	26.3	14	73.7	19
		Prepared	4	22.2	14	77.8	18
		Used	2	11.1	16	88.9	18
	DEA	Familiar	6	15.0	34	85.0	40
		Prepared	8	22.2	28	77.8	36
		Used	2	5.6	34	94.4	36
	ALL	Familiar	88	27.2	235	72.8	323
		Prepared	82	27.4	217	72.6	299
		Used	28	9.2	278	90.8	306

Table 108. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
Extension Council Presentation.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p < .001 Sig.], and Used [p < .001 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
8. Extension Council Presentation	CED	Familiar	49	74.2	17	25.8	66
		Prepared	43	67.2	21	32.8	64
		Used	28	43.1	37	56.9	65
	ANR	Familiar	20	25.3	59	74.7	79
		Prepared	17	23.3	56	76.7	73
		Used	9	12.0	66	88.0	75
	EC/ED	Familiar	5	26.3	14	73.7	19
		Prepared	7	36.8	12	63.2	19
		Used	4	21.1	15	78.9	19
	4-H	Familiar	17	29.3	41	70.7	58
		Prepared	17	30.9	38	69.1	55
		Used	9	16.4	46	83.6	55
	EE	Familiar	11	26.8	30	73.2	41
		Prepared	6	15.8	32	84.2	38
		Used	7	17.1	34	82.9	41
	CYF	Familiar	9	47.4	10	52.6	19
		Prepared	8	44.4	10	55.6	18
		Used	6	33.3	12	66.7	18
	DEA	Familiar	7	17.9	32	82.1	39
		Prepared	9	25.0	27	75.0	36
		Used	0	0	36	100.0	36
	ALL	Familiar	118	36.8	203	63.2	321
		Prepared	107	35.3	196	64.7	303
		Used	63	20.4	246	79.6	309

Table 109. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
MSUE Marketing Insert Card.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .020 Sig.], and Used [p = .109 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
9. MSUE Marketing Insert Card	CED	Familiar	43	65.2	23	34.8	66
		Prepared	34	52.3	31	47.7	65
		Used	12	18.5	53	81.5	65
	ANR	Familiar	27	34.2	52	65.8	79
		Prepared	22	30.1	51	69.9	73
		Used	9	12.0	66	88.0	75
	EC/ED	Familiar	4	22.2	14	77.8	18
		Prepared	5	26.3	14	73.7	19
		Used	0	0	18	100.0	18
	4-H	Familiar	15	25.9	43	74.1	58
		Prepared	17	30.9	38	69.1	55
		Used	4	7.3	51	92.7	55
	EE	Familiar	11	26.8	30	73.2	41
		Prepared	9	23.7	29	76.3	38
		Used	4	9.8	37	90.2	41
	CYF	Familiar	5	26.3	14	73.7	19
		Prepared	5	27.8	13	72.2	18
		Used	1	5.6	17	94.4	18
	DEA	Familiar	7	17.9	32	82.1	39
		Prepared	8	22.9	27	77.1	35
		Used	1	2.8	35	97.2	36
	ALL	Familiar	112	35.0	208	65.0	320
		Prepared	100	33.0	203	67.0	303
		Used	31	10.1	277	89.9	308



Table 110. Familiarity, preparedness, and use by MSU Extension Agent position of the item:  
MSUE Pocket Folder.

<b>Item:</b> Corresponds to respective item included in the MSU Extension county marketing packet section of survey questionnaire.							
<b>Abbreviations/Positions:</b> CED = County Extension Director, ANR = Extension Agriculture and Natural Resources Agent, EC/ED = Extension Community and/or Economic Development Agent, 4-H = Extension 4-H Youth Agent, EE = Extension Educator, CYF = Extension Children, Youth and Family Agent, DEA = District Extension Agent, and ALL = All Positions							
<b>Categories:</b> Are you <b>familiar</b> with the item? Are you <b>prepared</b> to use the item? Have you <b>used</b> the item?							
<b>Statistics:</b> N = Number, % = Percent							
<b>Pearson Chi-Square Level of Significance Between Positions:</b> Familiar [p < .001 Sig.], Prepared [p = .002 Sig.], and Used [p = .006 Sig.]							
Item	Positions	Categories	Statistics				
			N Yes	% Yes	N No	% No	N Total
10. MSUE Pocket Folder	CED	Familiar	50	76.9	15	23.1	65
		Prepared	44	68.8	20	31.3	64
		Used	30	46.9	34	53.1	64
	ANR	Familiar	34	43.0	45	57.0	79
		Prepared	25	33.8	49	66.2	74
		Used	13	17.1	63	82.9	76
	EC/ED	Familiar	10	55.6	8	44.4	18
		Prepared	10	55.6	8	44.4	18
		Used	7	36.8	12	63.2	19
	4-H	Familiar	22	37.9	36	62.1	58
		Prepared	21	37.5	35	62.5	56
		Used	14	25.5	41	74.5	55
	EE	Familiar	25	61.0	16	39.0	41
		Prepared	18	47.4	20	52.6	38
		Used	14	34.1	27	65.9	41
	CYF	Familiar	11	57.9	8	42.1	19
		Prepared	10	55.6	8	44.4	18
		Used	7	38.9	11	61.1	18
	DEA	Familiar	14	35.9	25	64.1	39
		Prepared	16	43.2	21	56.8	37
		Used	8	21.6	29	78.4	37
	ALL	Familiar	166	52.0	153	48.0	319
		Prepared	144	47.2	161	52.8	305
		Used	93	30.0	217	70.0	310

## APPENDIX M

### RESPONSES TO MAJOR AREA OF STUDY COMPLETED FOR OTHER

Law  
Business  
Public Administration  
Business Management  
Public Administration  
English  
Ag and Extension Education  
Business  
Administration/Management  
Park Recreation Leisure Management  
Art  
Public Administration  
Administration  
Administration (management & supervision), specialization in health services (hospital administration)  
Journalism major & secondary teacher certification with major in journalism & minor in social science.  
Bacteriology and genetics.  
Administration  
Public Administration  
Business – Production Management  
Geography/Journalism  
History, I also hold a secondary ed. teaching certificate.  
Administration  
Business & Communications  
Business Leadership  
Business  
Law  
Interdisciplinary technology  
Business Administration  
Environmental Studies & Communications  
Administration

## APPENDIX N

### ADDITIONAL COMMENTS PROVIDED BY RESPONDENTS

I am constantly linking MSUE to 4-H. All of my 4-H agendas, advertisements, flyers, etc. have the MSUE logo. I also try very hard to show 4-H's relationship to MSUE and to MSU.

4-H web site is good. MSUE is not as easy. (Referring customers to the MSU Extension web site to obtain information).

Extension personnel are always willing but a section on time and having a full plate might have shed light on why things do not always get done.

The reason I have not used most of the new marketing materials is because I cannot get a price list to order them! Have called MSU several times to no avail. In counties, we have to work with budgets. I need to know if a folder (for example) is \$1.00 or \$5.00 per item before I can use them.

I have worked for Extension for \_\_\_\_\_ months. Many of the questions addressing how often I had to circle as a "1" or "Never" simply because I have not had time to do these programs. But, the programs are ones I will use as a "7" or "Very Often" in the future.

Sea Grant is part of Extension, so why was it not under item 4 under "demographic items?"

A \$1.20 per folder is pricey for its use (MSUE Pocket Folder).

I work with agencies to avoid recreating the wheel!

Haven't been there (MSU Extension Marketing Web Site).

Private industry has scrapped self-directed work teams.

Ohio State fact sheet series (referring customers to the MSU Extension web site to obtain information).

Individuals - (Involving advisory groups as advocates of MSU Extension).

Define (Promoting all MSU Extension programs as a unified package).

Somewhat confusing format.

Have not used (MSU Extension Marketing Web Site).

The dollar was not necessary!





Thanks for the incentive! Good luck!

No radio station (Delivering radio programs promoting MSU Extension programs).

Have in prior years (Appearing on television promoting MSU Extension programs).

County staff have done a good job marketing county programs that's why county paid positions have increased, what happened on campus, at the state level and at the federal level?

Have been on staff for \_\_\_\_ months.

Marketing materials were not shared with Ext. specialists at least not shared very well. I assume county offices were better connected than specialists.

CD's and subject matter information are too often out-of-date, are superficial and provide an inadequate answer or response to the client, or they don't correspond to current software (Using compact discs to retrieve information to fulfill customer requests).

My choices are influenced by three factors: 1) cost of materials, 2) CED's will probably use more often. I am not a CED, and 3) I am working for a non-profit and many people associate my work with the non-profit instead of MSUE.

I am a Community & Economic Development Agent. I am employed by MSUE, however I work for \_\_\_\_\_ Economic (organization). This arrangement often makes it difficult to market MSUE. I mention my role with MSUE when I can (my title as MSU Ext. Agent is often more valuable in making contacts, etc.). I use material when appropriate, etc., however it does limit my marketing role.

I tend to protect the portion of time I have left working with constituents within my area of expertise. There does not need to be additional committees, reportings, team coaches...

All the best!

What profit? (Structuring programs to create a surplus (revenues exceed expenditures).

I was not completely comfortable with the scale that was used for the rated items (1 = never, 7 = very often). I hope it doesn't cause you trouble in your analysis.

No system installed (Using the satellite downlink to conduct programs).

The "scale" doesn't seem appropriate for measuring my degree of "willingness" or "preparedness." The degree to which I am "willing" or "prepared" isn't measured by the frequency of my feelings of being open or ready to perform a skill. It's clear in the directions, but doesn't carry through to the scales themselves, which creates a flawed instrument, in my opinion.

Will you follow up with a survey of the impact of MSUE marketing?

There were no questions on the time one can put into marketing or if marketing impacts the citizens of Michigan.

Software inaccessible on my computer (Preparing presentations for groups using presentation software).

We are still missing a very big marketing piece in the counties that we could use everyday. That is a nicely done 3 fold blank program brochure with tear off registration form that has room for program title on front, room for counties to insert their address, and a blank interior. I'll bet we had 30 different hodge-podge brochures go out of our office already this year and no 2 looked alike, and only about 5 looked at all professional. Every piece of mail that leaves every office should have that identity, so it is immediately recognized by clientele as "Extension."

This took much longer than 15-20 minutes to complete!

No equipment (Giving presentations to groups using presentation software.

Code # doesn't "track" with your statements in your letter that say (imply) it's on the envelope only.

Actually not relevant to grant training as we build it into their grant (Using nominal fees to obtain customer commitment to participate in programs).

This question can't be answered if you don't know much about it. (MSU Extension County Marketing Survey Instructions).

If someone pays other than grant. (Fab Five Marketing Items for County Offices).

I've been an Extension Agent for a little over one year. The Extension mission is everywhere with the 3 circles of CYF, Ag, and CED, but I was not aware of separate mission statements for the three separate programs.

Use of e-mail to customers has been limited by customers' lack of access, willingness, and knowledge of computers. It is improving some.

Thanks for the monetary surprise.

As often as requested (responding to County Commission requests).

Depends highly on the program (structuring programs to create a surplus (revenues exceed expenditures).

Have not seen the web site (Items on the MSU Extension Marketing Web Site).

This sure must have been expensive – Director’s time, mails, e-mails, etc.

To often we get caught up in the every day routines and do not take the time to focus on promotion of our organization. Leading by example is the key!! Good luck!!

This is not a 15-minute survey! Try 30-45.

This survey made me realize that I have a lot more to learn about MSUE!

We are just getting ready to use the marketing material with our Ext. Council. Most of the “no’s” in the use section will be “yes” in 30 days. We have not moved beyond that audience yet but we will.

Thanks Hal – The Buck \$ Stops Here ☺

I’ve tried to order cups & napkins for programs and they do not seem available.

Thanks for the Dollar - ☺ I appreciate the time spent looking at these issues.

District Agent (Items included in the MSU Extension County Marketing Packet).

I refer them to the \_\_\_\_\_ County Extension web page which is much better suited for the public. (Referring customers to the MSU Extension web site to obtain information.)

Indirectly (Analyzing programs offered by other organizations similar to those offered in your program area.

Prepared in terms of having knowledge to do it? – No. (Designing web pages promoting MSU Extension programs/information.)

(Items on the MSU Extension Marketing Web Site – Are you prepared to use?) Maybe once I learn about it!

(Promotion section) – Don’t understand, just promotion or tech info?

(Pricing section) 95% of programming I’m involved in is grant funded and there is no need to get additional funding from participants.

(Writing newsletters promoting MSU Extension programs) – But have used newsletters published by counties to get articles out.

(Responding to County Commission requests) – N/A, District position not directly answerable to county commission.

(Promotion section) – Most of these questions are marginally applicable to what I do.

(Environment section) – These questions make little sense to me.

(Items included in the MSU Extension County Marketing Packet) Not Applicable, District Extension Agent

I didn't know if you really wanted me to fill this out, I have only been on the job for about \_\_\_\_ months. That skews my – how many times used response. But, I filled it out anyway.

Web site is very poor. Update! (Referring customers to the MSU Extension web site to obtain information).

I have the skills to perform marketing tasks, but not the time. If MSUE is serious about promoting Extension, they need to hire staff whose sole responsibility is public relations. These people should be available at least at the regional level for field staff to utilize for program promotion.

Music is hokey. (MSUE Marketing Tagline with Music)

Web page has kicked me out the last few times I've tried to enter. (MSU Extension Marketing Web Site)

You did not mention it, but another piece that I have found useful in promoting and explaining MSUE is the Extension Publication #APR 138: Public Policy: Education Principles & Guidelines for MSUE, July 2000. I was pleased to see the information in print when I saw the bulletin.

My position is not a traditional one with MSUE. I am hired by MSU as a \_\_\_\_ agent, but am the \_\_\_\_ coordinator for our collaborative body. Therefore, I am not planning & preparing & implementing MSUE programs such as nutrition or 4-H, etc.

They are free. (Determining prices to charge for programs)

(Bringing Knowledge to Life Brochure) Adv. Council.

Personal secretaries do it (Using word processing software in preparing written reports).

(Designing programs so they are unique when compared to those offered by other agencies/organizations). Often partner, we contribute our unique part.

(Designing web pages promoting MSU Extension programs/information). Not real capacity to maintain.

(Involving advisory groups in implementing programs) if appropriate.

(Involving advisory groups in securing resources) as appropriate.

(Responding to changes in the market for programs), are you willing?) it depends.

(Responding to County Commission requests) if appropriate with mission.

I think the frequency of doing something depends upon environment, capacity, and the job position. Some of these were hard to answer. Sorry it took so long to respond.

(Structuring programs to create a surplus (revenues exceed expenditures)). I believe this is wrong because you cannot be sure that the same people who contribute will benefit from the funds.

(Referring customers to the MSU Extension web site to obtain information.) Only county, not MSUE.

Would like training. (Items included in the MSU Extension County Marketing Packet)

CED has: MSU Ext. Co. Marketing Survey Instructions, MSU Extension County Marketing Survey, Action Planning Checklist, Marketing Action Plan, Marketing Ext. through Educational Programs, and Your Role in Marketing MSU Extension: A Guide for Extension Council Members.

Sorry if it's too late!

(Appearing on television promoting MSU Extension programs) Previous years have.

(Using the satellite down-link to conduct programs.) No satellite.

(Using the satellite down-link to conduct programs.) New dish!

(Designing web pages promoting MSU Extension programs/information) with design.

I do not believe the MSUE web site is designed well for public use. It is more of a staff/internal resource as it stands now.



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