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An Analysis of the County Extension Director's  
Administrative Role in Michigan  
presented by

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Ph.D. degree in Administration and Curriculum

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AN ANALYSIS OF THE COUNTY EXTENSION DIRECTOR'S  
ADMINISTRATIVE ROLE IN MICHIGAN

By

William A. Harrison

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Administration and Curriculum

1984



## ABSTRACT

### AN ANALYSIS OF THE COUNTY EXTENSION DIRECTOR'S ADMINISTRATIVE ROLE IN MICHIGAN

By

William A. Harrison

The general purposes of this study were: (1) to define the role of the county Extension director in Michigan as viewed by county Extension directors, other Extension workers, and county government Cooperative Extension Service contact persons; (2) to obtain information to help Extension personnel gain a better understanding of the relationships between the selected study groups; and (3) to provide Michigan Extension administrators with additional information on which to base performance evaluations.

The data were obtained from a mailed questionnaire returned by 171 Michigan Extension workers and 48 county government CES contact persons on the job in April 1983. The questionnaire provided opportunity for the respondents to record their judgment concerning the extent to which 172 possible role-definition items were a part of the job of a county Extension director. The questionnaire was similar to the one used by Caul (1960) but with additional items to reflect contemporary issues and social responsibilities that the Cooperative Extension Service has in the 1980s. Each respondent was asked to record, on an

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eight-point scale, his/her evaluation of the extent he/she perceived the role-definition item to be a part of the county Extension director's role.

All administrative processes studied were important, but emphasis was placed on the county Extension director's functions in the following order: (1) business management and finance, (2) educational leadership, (3) organization and policy, (4) direction and coordination, (5) planning and programming, (6) administrative relations, (7) personnel management, and (8) supervision. The rankings reported in this study were not different from the Caul study (1960). County Extension directors viewed their administrative role differently than did county Extension agents and state Extension administrators. These differences were observed in three administrative processes with county Extension agents and in four administrative areas with state Extension administrators. Age, staff size, Extension experience, formal education, or time spent on administration did not change the county Extension directors' view of their administrative role.

## ACKNOWLEDGMENTS

The author is grateful for the guidance and assistance given him by the chairman of his guidance committee, Dr. Eddie A. Moore, and other members of his committee: Drs. Clifford Jump, O. Donald Meaders, Fred J. Peabody, and Louis Romano.

Sincere appreciation to Gordon Guyer, Director of the Cooperative Extension Service, who cooperated fully and provided encouragement for the completion of the study. The author is indebted to all members of the Michigan Cooperative Extension Service staff and county government officials who provided data and to those who aided in the collection and analysis of the data, especially Ray J. Gillespie, Sandra S. Clarkson, and Mary L. Andrews.

The author expresses appreciation to his parents for their encouragement and support during the researcher's undergraduate and graduate programs.

Gratitude is expressed to the Almighty God for assistance in this endeavor.

Finally, profound thanks and grateful appreciation must be extended to my wife, Judy, and to my children--Bradley, Jill, and Bryan--for their patience, encouragement, and sacrifices which made this study possible.

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## CHAPTER I

### INTRODUCTION

The Cooperative Extension Service is dedicated to "the development of people themselves, to the end that they, through their own initiative, may effectively identify and solve the various problems directly affecting their welfare" (Boone, 1970, p. 265). This goal is met primarily by utilizing the research findings of the U.S. Department of Agriculture and state land-grant institutions to assist the people through county offices in meeting a variety of educational needs. One of the major factors contributing to the success of the Cooperative Extension Service as an agency of change has been its willingness to undergo rigorous internal and external evaluation and make adaptations in organizations and programs consistent with societal needs (Boone, 1970). Although the basic mission of Cooperative Extension has remained essentially the same, social, technological, and economic changes have broadened its program scope in terms of clientele, methods, and techniques.

In 1958, the Michigan Cooperative Extension Service established the position of the county Extension director (CED) (Olstrom, 1982). This action officially created an administrative unit at the county level. Previous to the designation of a county Extension director, a

county staff chairman had been selected to head up the local staff. The administrative role of the county Extension director in Michigan Cooperative Extension Service (CES) has become a vital one. Because of the geographic dispersion of Extension personnel throughout the state, the need for effective decentralized administration decision making by those most in touch with county-level problems has been and remains critical. The proficient discharge of managerial responsibilities at all levels in the Extension organization allows for the maximizing of energies to meet the educational needs of clientele (Peabody, 1979, p.1). The county Extension director's position, like other positions within the organization, is influenced by being just one of many interlocking positions. The county Extension director, like incumbents in other positions, performs various roles to fulfill specific functions of the organization. Certain expectations come to be held of those individuals filling various positions in any organization. An organization operates in a certain way largely because the incumbents in a position perform as is expected of them by the occupants of other positions in the organization.

#### Statement of the Problem

Administrative demands on the county Extension director have never been greater. Competition for budget dollars, accountability for program results, and personnel management demand sound administrative leadership by both the newly appointed as well as the experienced county Extension director. Different people are bound to have different perceptions of the county Extension director's administrative

role and of its importance because of their different associations with county Extension work. Incumbents in this position are caught in the cross fire of expectations of persons associated with them and their own perceptions of the job to be done. Gross (1958) described the importance of expectations in role when he said:

Regardless of their derivation expectations are presumed by most role theorists to be an essential ingredient in any formula for predicting social behavior. Human conduct is in part a function of expectations. Whether a person is identified as a male or female, as a policeman or a teacher, a salesclerk or a janitor, a member of one social system or another, makes a difference in the expectations others hold for him or that he holds for himself. (p. 18)

The more important groups holding expectations for the administrative role of the county Extension director and influencing his/her role on the basis of their expectations are: (1) the county Extension directors, (2) the county Extension agents, (3) the state Extension administration, and (4) the county government Cooperative Extension Service contact persons. The expectations by others and the self-expectations are important to the county Extension directors' performance of their administrative role. Therefore, a current analysis of the county Extension director's administrative role in Michigan is essential.

#### Purposes of the Study

The general purposes of this study were: (1) to define the role of the county Extension director in Michigan as viewed by county Extension directors, other Extension workers, and county government

Cooperative Extension Service contact persons; (2) to obtain information to help Extension personnel gain a better understanding of the relationships between the selected position groups; and (3) to help provide Michigan Extension administrators with additional information on which to base performance evaluations.

The specific objectives of this study were:

1. To determine the administrative duties of the county Extension director as perceived by the county Extension director, other county Extension agents, state Extension administrators, and county government CES contact persons.
2. To determine differences in role perceptions of the county Extension director's administrative duties as perceived by each respondent group.
3. To determine if there is an association between age, formal education, size of county staff, tenure, and amount of time assigned for administration of the county Extension director, and his/her perception of selected aspects of the county Extension director's role.
4. To compare the findings relating to the importance of the eight administrative processes of this study with selected information obtained from the Caul study completed in Michigan in 1960.

The specific hypotheses tested in this study were as follows:

1. There are differences in the importance of the expectations held for the various administrative processes in the county Extension director's position as perceived by respondent groups.
2. There are differences in the consensus within each position group on the perceived expectations held for the administrative duties of the county Extension director's position.



3. There are differences between the county Extension directors group and each of the other respondent groups on the perceived importance of expectations held for the administrative duties of the county Extension director's position.

4. There is a measurable association between:

- a. The age of county Extension directors and their perception of responsibilities and activities.
- b. The size of staff and the county Extension director's perception of the position's responsibilities and activities.
- c. The tenure of county Extension directors and their perception of the position's responsibilities and activities.
- d. The extent of formal education of county Extension directors and their perception of the position's responsibilities and activities.
- e. The amount of time spent on administration of county Extension directors and their perception of the position's responsibilities and activities.

5. There are differences between the perceived importance of the eight administrative processes reported in this study and those reported in the Caul study completed in Michigan during 1960.

### Background of the Study

In recent years, a concern has surfaced centering on the administrative role of the county Extension director position in the Michigan Cooperative Extension Service. This concern is evident by the series of events that have emerged in recent years. In December 1978, an Extension School workshop was presented entitled "Functioning Effectively as a County Extension Director" (Michigan State University, 1978). The workshop outcomes focused on the major administrative functions of the county Extension director. The functions identified included maintaining a productive staff, coordinating communications with specific public audiences, managing people and resources, and helping staff effectively work as a team to serve the county.

Throughout 1979, management-training seminars were held for the county Extension directors. These seminars generated a list of administrative attributes that help to determine success or failure as a county Extension director (Michigan State University, 1979). During late 1979, it was concluded by the state Extension administrative staff that there was a lack of clarity of perception of the county Extension director's role between and among both field staff and the state administrative staff (Peabody, 1979, p. 2). The group concurred that progress on this matter would require identifying current expectations. An initial draft of the expectations as viewed by state administrative personnel was prepared. The major administrative functions of the Michigan county Extension director in this draft were: (1) county program development and implementation, (2) fiscal management, (3) personnel management and development, and (4) administrative management. In short, the county director was the Extension administrator at the county level and, as such, possessed the delegated responsibility, authority, and accountability for managing the Extension effort.

To assure involvement by field personnel, a committee of six county Extension directors, one from each region, was empaneled to meet with the associate directors to pursue further any current or potential problems of the county Extension director's role (Peabody, 1980). This group also was requested to recommend corrective action as needed. Teleconferences and meetings were held in early 1980 to gather information from the committee. Discussion revolved around the initial draft,

previously submitted by the state Extension administrative staff. The recommendations of the committee were presented to the State Director of the Michigan Cooperative Extension Service in June 1980. These recommendations follow:

1. County Extension directors to have the option to participate in the interview of candidates for board-appointed positions in the county.
2. County Extension directors shall make performance evaluations of all staff housed in the county and have the option to make annual performance evaluations of agents who serve, but are not headquartered in the county.
3. The policy statement of April 1, 1980 on procedures for "Field Staff Recruitment, Selection, and Employment" Cooperative Extension Service, be revised and two statements/policies be drafted which will include time frames and flow chart of the process for:
  - a. County Extension director
  - b. All other county, area, regional and district field staff positions
4. That a classification system for county Extension director administrative position responsibilities be established for all counties. The county Extension director's role to be classified based on the complexity required for county administration as determined by appropriate and relevant criteria. Provision be accorded for establishment of minimum salary differentials based on the amount and degree of administrative responsibility for each classification group. The further study of a classification system would be useful.
5. County Extension directors shall have responsibilities for the professional development of county staff and agents serving the county. Responsibilities to include counseling, in-service education, and providing opportunities for career growth. County directors may recommend county staff for advancement, promotion, transfer, reassignment or termination.
6. County Extension directors to assume the responsibility for the development, organization, management and accountability for the county's total Extension program. The county Extension director shall be pro-active in becoming informed and knowledgeable on all County Extension Service programs. County directors shall also assume or delegate responsibility for preparation of plans-of-work, coordination of staff efforts and evaluation of educational results in serving county audiences and clientele.

7. Recognizing the changing and evolving role for the county Extension directors, continued recognition be given to the need for adequate in-service education--both formal and informal, such training to be designed to meet individual needs of county Extension directors. Special training also be planned for both newly appointed as well as potential candidates for county Extension director positions. (Michigan State University, 1980)

Several of these recommended corrective actions have been incorporated into the Administrative Guide, while others have not been addressed. A more recent related concern deals with the evaluation of the Michigan county Extension director. During the 1981-82 review period, county Extension directors were evaluated in part according to a set of newly established administrative performance standards (Michigan State University, 1982). The performance items included the following categorized areas: administrative management (seven items), fiscal management (nine items), office organization and operation (six items), personnel management (six items), program management (ten items), and public relations (five items). These new standards were the result of integrating the previously established generally accepted functions with selected items from the work presented in two recent United States Department of Agriculture (USDA) projects (Artsbasy, 1982). The names of the projects were "A Nationwide Job Analysis of County Extension Agents' Work" (Bramback, Hahn, & Edwards, 1978) and a companion project, "Development of a Performance Evaluation System" (Hahn, Bramback, & Edwards, 1979). These projects involved the active cooperation of the Cooperative Extension Services from Iowa, Michigan, New Hampshire, New Mexico, Pennsylvania, South Carolina, Texas, and Washington. However, it should be noted that the job analysis projects

did not analyze the administrative role of the county Extension directors per se. The specific objective of the work was the multi-state job analysis for entry-level and experienced-agent positions in each of three position classes: county Extension agent--agriculture, county home economics agent, and county 4-H agent, oriented toward use for selection and performance evaluation (Bramback et al., 1978, p. 2).

In addition to the recent concern in Michigan to clarify the administrative role of the county Extension director as well as a new evaluation system, a third concern related to the personnel in the position of county Extension director. During the past several years, there has been a substantial attrition of county Extension directors due to retirements and transfers. In fact, between January 1, 1979, and May 1982, some 30 new county directors were assigned to the positions available (Peabody, 1982). Of that number, 22 were promoted from within Extension and eight from outside of Extension.

In the past, county Extension directors were traditionally trained in agriculture, although in recent years a few came from the Extension areas of 4-H and family-living education. Generally, their educational experiences have focused on program responsibilities rather than in administrative fields that might help them to identify and perform the functions of administering a county Extension unit. After appointment they must assume the roles of program leadership, coordination, personnel management, business management, public relations, and obtain local financial support. Further, the county Extension director must assume responsibility for the total Extension program in the

county to which he/she is assigned. Thus, the county Extension director must divide his/her time between the expected administrative role as well as the accepted programming role. The balance between these two roles may vary from county to county.

These are challenging expectations to be held for incumbents of any position, but they do suggest the characteristics that are expected to be present in the character of the county Extension director. An often-quoted unknown author has humorously described the characteristics of a good CED as follows:

The strength of an ox, the tenacity of a bulldog, the daring of a lion, the industry of a beaver, the vision of an eagle, the disposition of an angel, the loyalty of an apostle, the heroism of a martyr, the faithfulness of a prophet, the tenderness of a shepherd, the fervency of an evangelist and the devotion of a parent.

The county Extension director in the Michigan Extension is responsible for administration at the county level of the basic mission of Cooperative Extension in disseminating and encouraging the application of research-generated knowledge and leadership techniques to individuals, families, and communities. Since its creation over 25 years ago, there has not been a comprehensive study conducted to determine the perceptions about the administrative role of the county Extension director in Michigan.

#### Definition of Terms

For the purposes of this study, the following definitions have been used for purposes of clarity and consistency:

County Extension director. The county Extension director is the person designated to head the county Cooperative Extension Service unit and is expected to assume responsibility for the total Extension service and its program at the county level.

Role. A role is a set of evaluative standards applied to an incumbent of a particular position (Gross, Mason, & McEachern, 1958, p. 60).

Administration. The process of bringing about coordinated action of a group of individuals through a social organization by giving guidance, leadership, and control to the effort of individuals toward the maximum realization of a common goal.

Administrative duties. The responsibilities and activities normally performed by the county Extension director.

Perceived. Perceived in this study is defined as: To be aware of through the senses, as of sight, hearing, etc.; acquire a mental impression of, from immediate presentation of sense modified by the reactions determined by attention, interests, previous experience, etc. (World Book Dictionary, 1974, p. 1530).

Expectations. Expectations are an evaluative standard applied to an incumbent of a position. There are two dimensions to a single expectation. One has to do with direction. Every expectation has to be either for or against something. The second dimensions is intensity. Any expectation can be placed on a continuum measuring the extent of the expectation.

Position. Position is a location in a group structure which contains one or more roles with associated norms.

Norm. Norm refers to a commonly held behavior expectation or a learned response held in common by members of a group.

Respondents. Respondents refer to the "significant others" (members of the counter positions) and county Extension directors used in the population sample.

Role conflict. Role conflict refers to a lack of consensus in the expectations held for the administrative role of the county Extension director by significant others and the expectations of the directors themselves.

Role consensus. Role consensus refers to agreement in the definition of a specific role.

#### Limitations of the Study

The study was subject to the following limitations:

1. The study was limited to the administrative role of the county Extension director and was not concerned with other roles an incumbent of this position may perform.
2. The data obtained were limited to persons in the Michigan Cooperative Extension Service and selected county government officials during 1983.
3. The questionnaire was limited to the 186 role definition items, which were taken from the literature by the researcher and evaluated by retired Michigan Cooperative Extension persons.



4. The responses expressed by the respondents were limited to their judgment and experience with the administrative role of the county Extension director.

#### Overview

Chapter I dealt with a description of the research problem, the establishment of the background for conducting the study, definition of the terms, and the study limitations.

Chapter II of the report discusses role theory and the theory of administrative role of the county Extension director.

Chapter III describes the procedures used in planning and conducting the study. Chapter IV presents the findings of the study with reference to the respondent groups and their expectations of the county Extension director's administrative role.

Chapter V presents the summary and conclusions based on the data obtained and the implications of this study, with suggestions for future research in this area. The Bibliography and Appendix conclude the manuscript.

## CHAPTER II

### REVIEW OF LITERATURE

This study involves an analysis of the administrative role of the county Extension director in Michigan. In the early phases of such an analysis, it is essential to construct a frame of reference. This study was designed to establish a frame of reference compatible with theories of role analysis.

Theories are by nature general and abstract; they are not true or false, but rather useful or not. Albert Einstein, one of the greatest theorists of all times, captured the essence of theorizing in the following:

In our endeavor to understand reality we are somewhat like a man trying to understand the mechanism of a closed watch. He sees the face and the moving hands, even hears it ticking, but he has no way of opening the case. If he is ingenious he may form some picture of a mechanism which could be responsible for all the things he observes, but he may never be quite sure his picture is the only one which could explain his observation. He will never be able to compare his picture with the real mechanism and he cannot even imagine the possibility or the meaning of such a comparison. But he certainly believes that, as his knowledge increases, his picture of reality will become simpler and simpler and will explain a wider and wider range of his sensuous impressions. (Einstein & Infeld, 1938, p. 31)

Griffiths (1964, pp. 955-96) reported that the most common use of the term "theory" was as a synonym for speculation, supposition, or some conception of the ideal, while others claimed that anything that

was impractical was theory. Halpin (1958) maintained that understanding in administration is complicated by the fact that some writers have used the term to mean axiology.

Frigl (1951) defined theory as a set of assumptions from which a larger set of empirical laws can be derived by purely logicomathematical procedures. Kerlinger (1964) suggested a more general definition: "A theory is a set of interrelated constructs (concepts), definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena" (p. 11).

For the practitioner, theory is perhaps most useful in furnishing a number of concepts, or sets of spectacles, with which to view his situation (Campbell, n.d.).

The Cooperative Extension Service, as a social system, lends itself to the study of roles of individuals and positions within the organization. There are many roles within the system, each influenced by many role expectations held by significant others both within and outside the organization. These roles are supported by authority delegated through federal and state regulations, by county agreements, and by the people whom Extension serves. In addition, the informal arrangement, both within and outside the organization itself, supports and influences the expectations held toward and consequently the behavior of incumbents in different positions.

### Role Theory

People do not behave in a random manner. They are influenced by their own expectations of how they think a person should behave in their position and by significant others in the group in which they are participants. Although their formulations have some fundamental differences, most authors in their conceptualization of role include three basic components. These components are that individuals (1) in social locations (2) behave (3) with reference to expectations (Gross et al., 1958, p. 17). The county Extension director is influenced by the expectations held for his/her position by occupants of other positions both within and outside of the organization.

Researchers in social sciences frequently make use of role as a central term in conceptual schemes for the analysis of the structure and functioning of social systems and for the explanation of individual behavior. Much of the literature in role theory can be traced to Linton's work. Linton treated the concepts of role and status in two major volumes, The Study of Man (1936) and The Cultural Background of Personality (1945). As a basis for the introduction of the status and role concepts, Linton (1936) said that three separate elements are prerequisites for the existence of a society: "an aggregate of individuals, an organized system of patterns by which the interrelations and activities of these individuals are controlled, and the esprit de corps which provides motive power for the expression of these patterns" (p. 107). He defined role in terms of normative cultural patterns and looked at social systems as a set of blueprints

for behavior. It is "the sum total of the ideal patterns which control the reciprocal behavior between individuals and between the individuals and society" (p. 105).

Bates and Harvey (1975) viewed a norm as a conscious or unconscious conception held by an actor about how to act in response to certain events occurring within himself or in his environment. As a real phenomenon, a norm is a particular sort of memory pattern which exists in a particular biological organism and functions as a study guide to the behavior of that actor.

Newcomb, Turner, and Converse (1965) pointed out that role refers to the behavioral consistencies on the part of one person as he contributes to a more or less stable relationship with one or more others. Status and role represent a conceptual elaboration of the "ideal patterns which control reciprocal behavior." Statuses are "the polar positions in . . . patterns of reciprocal behavior. . . . A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties" (p. 113). A role represents the dynamic aspects of status. "When the individual puts the rights and duties which constitute the status into effect, he is performing a role" (p. 114). From the viewpoint of the individual, "the combined status and role serve as guides for his conduct, specifying the minimum of attitudes and behavior which he must assume if he is to participate in the over-expression of the pattern" (p. 114). In short, role apparently has reference not to the actual behavior of an occupant of a position, but to behavior standards. It consists of "attitudes, values

and behavior ascribed by the society to any and all persons occupying this status" (Linton, 1945, p. 77).

Bates and Harvey (1975) provided an interesting reformulation of the norms, role, and position concepts. Norms within any group structure may be defined in terms of five coordinates: (1) the function to which they are attached, (2) the physical location or locations regarded or appropriate for the performance of the behavior, (3) the temporal context within which the behavior is appropriate, (4) the actor who is expected to perform the behavior, and (5) the actor or object toward whom or which the behavior is supposed to be performed. The norms that have similar coordinates on all these variables simultaneously constitute a role. A role, therefore, consists of a set of norms organized around a given function that one exact actor performs toward another actor, within a single real group, in a given temporal-spatial context. Figure 1 diagrams these relationships.

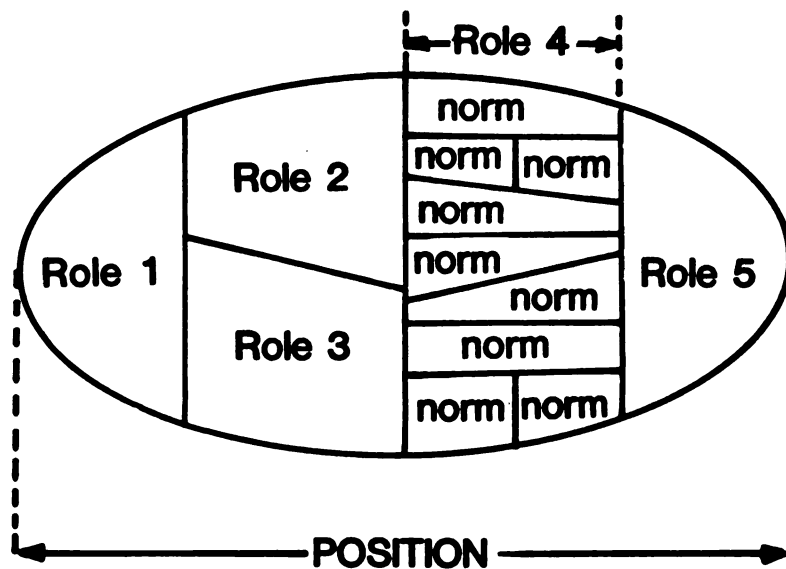


Figure 1.--Norm, role, and position.

Not all authors agree with the "normative culture pattern" definition of role. In some definitions, a role is treated as an individual's definition of his/her situation with reference to his/her and others' social positions. Sargent (1951) said, "a person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group" (p. 360). According to Parsons and Shels (1952), each actor in a social situation is faced with five basic choices before a situation has determinate meaning for him/her and before he/she goes into action. These alternatives of selection of pattern variables are:

- a. Affectivity . . . . . effective neutrality
- b. Particularism . . . . . universalism
- c. Ascription . . . . . achievement
- d. Diffuseness . . . . . specificity
- e. Collectivity . . . . . self-orientation

In this analysis of action they viewed these pattern variables in terms of alternative choices which actors must take in combining normative expectations with their personal needs in situations before the situations have determinate meaning for them. In this context, a role is a mode of organization of the actor's orientation to the situation.

Not all authors view a role as the normative patterns for what actors should do or as the actor's orientation to his/her situation. Instead, they define role in terms of what actors actually do as position occupants.

Davis (1948) defined role as how an individual actually performs in a given position or compared to how he/she is supposed to

perform. It is the manner in which a person actually carries out the requirements of his position. Slater (1955) had a similar conception of role: "We might define role as a more or less inherent and unified system of items of interpersonal behavior" (p. 48).

Gross et al. (1958) pointed out that a number of possibilities present themselves for the differences in role definition. One of the most obvious is that the definitions are influenced by the different disciplines of the definers and the special problems in which they are interested. Linton (1936) as an anthropologist stressed cultural patterns, and Sargent (1951) as a psychologist emphasized individual perceptions. Parsons (1951) developed his conception of role to fit into a theoretical model for social systems as part of a general theory of action, while other sociologists have emphasized group processes.

Gross et al. (1958) suggested that an interest in different problems also implies a difference in the frame of reference within which different authors place their role concept. They stated that Linton was concerned with positions in a total society, thus relating the individual to culture. Sargent's frame of reference was restricted to that of an individual's perception of a single interaction situation.

Another reason for some of these differences in definition is simply semantic; the same phenomena are frequently given different names. What Linton and Newcomb defined as a role, Davis defined as a status. What Davis defined as a role, Newcomb called role behavior.



### Role Consensus

In a study of the administrative role of the county Extension director, a concern is that of identifying how this role is seen by significant others. This concern is brought about by the assumption that the expectations of these significant others have a bearing on the role and the actions of the individuals in that role. Gross et al. (1958) pointed out this postulate in the following statement:

Involved in many, but not all, formulations of the role concept in the social science literature is the assumption that consensus exists on the expectations applied to the incumbents of particular social positions. (p. 21)

Newcomb et al. (1965) at one point said, "Both behavior standards and norms for perceiving people are shared by all members of any group, but they apply in distinctive ways to different members of the group, depending upon how these members are classified" (p. 276). This would seem to imply that they assumed consensus in role definition. Yet their statement, "Roles thus represent ways of carrying out the functions for which positions exist--ways which are generally agreed upon within whatever group recognizes any particular position and role" (p. 281), seemed to recognize the possibility of imperfect consensus.

Parsons (1951) indicated that:

The institutionalization of a set of role expectations and of the corresponding sanctions is clearly a matter of degree. This degree is a function of two sets of variables; on the one hand those affecting the actual sharedness of the value orientation patterns, on the other those determining the motivational orientation or commitment to the fulfillment of the relevant expectations. . . . The polar antithesis of full institutionalization is, however,

anomie, the absence of structured complementarity of the interactive process or, what is the same thing, the complete breakdown of normative order in both senses. (p. 39)

Gross et al. (1958) concluded that the members of a social system, whether a dyad or a total society, must agree among themselves to some extent in values or expectations as a matter of definition. The point they underscored is that the degree of consensus on expectations associated with positions is an empirical variable.

### Role Analysis Concepts

Nearly every role theorist, regardless of the frame of reference in which his/her analysis is couched, adopts the view that a position is an element or a part of a network or system of positions. The term position used in this study and/or defined by Gross et al. (1958) refers to the location of an actor or class of actors in a system of social relationships. It is difficult to separate the idea of location from the relationships that define it. Just as in geometry a point cannot be located without describing its relationships to other parts, so persons cannot be located without describing their relations to other individuals; the points imply the relationships and the relationships imply the points.

For social-psychological purposes, Newcomb et al. (1965) said that the manner in which a society is organized is best described in terms of the positions that exist in that society for people to fill. Every individual in any society occupies at least one position; even the newborn child occupies the position of infant. Further, most individuals beyond the age of infancy occupy several positions: The

same adolescent girl is daughter, sister, and president of her high school class; the same man may be a husband, a father, a deacon, and a business person. No one, however, occupies all the positions that are recognized by his/her society. No one individual participates in all of a culture.

In this study the county Extension director (CED) was the focal position and was studied in relation to three counter positions. The counter positions were (1) the other county Extension agents working in the county (CEA), the members of the state Extension administrative staff (SA), and (3) the county government (Cooperative Extension Service) contact person in the county (CGCP). Gross et al (1958) described this as the position-centric model illustrated in Figure 2.

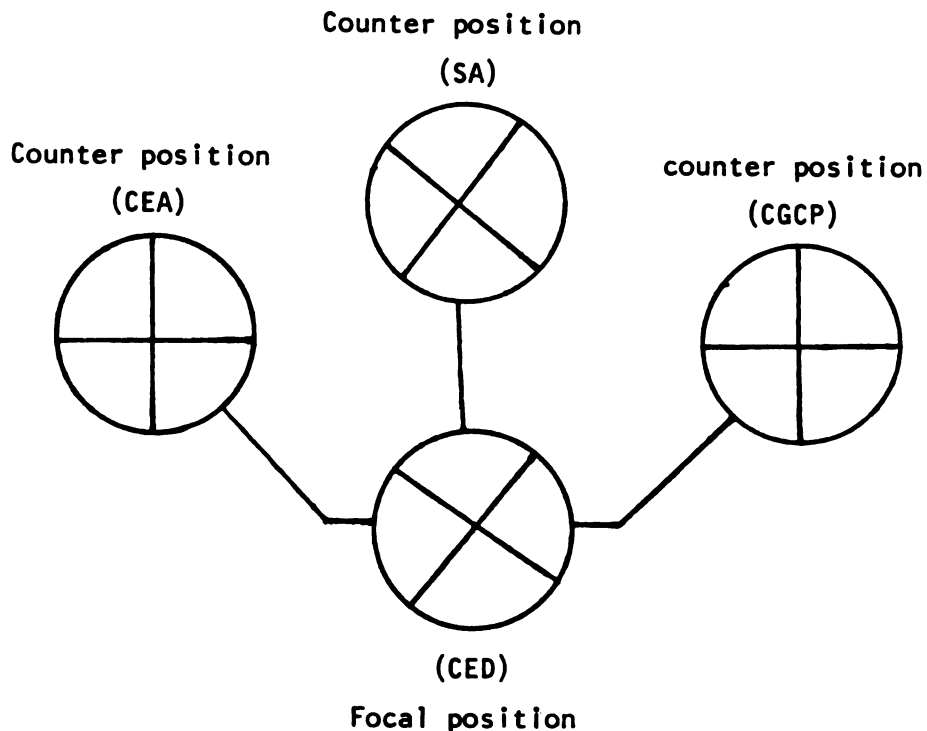


Figure 2.--A position-centric model.

In referring to the relationships of the focal positions to the different counter positions, the concept of positional sectors is used. Gross et al. (1958) viewed a positional sector as the relationship of a focal position to a single counter position and defined as an element of the relational specifications of a position.

The position-centric model used in this study provides a framework for focusing on one position and examining the role expectations held by it and by a series of counter positions.

### Administrative Theory

#### Historical Perspectives in Administration

Taylor and his associates (1947) thought that workers, motivated by economies and limited by physiology, needed constant direction. He hoped to maximize the output of workers by applying what he called the principles of scientific management. A few excerpts reveal the flavor of his managerial theory: (1) each person in the establishment, high or low, should have a clearly defined daily task. The carefully circumscribed task should require a full day's effort to complete; (2) the worker should be given standardized conditions and appliances to accomplish the task with certainty; (3) high pay should be tied to successful completion; (4) failure should be personally costly; and (5) as organizations become increasingly sophisticated, tasks should be made so difficult as to be accomplished only by a first-rate worker (pp. 63-64). Taylor's chief concern was organizational productivity, and he saw man as an economic being who, with the

right incentives, could be used much as machinery is used to increase productivity.

While Taylor's chief focus was on the shop level of production, Fayal (in Gulick & Urick, 1937) turned his attention to management, particularly the top manager. According to Fayal, administrative behavior consists of five functions, which he defined as: (1) to plan means to study the future and arrange the plan of operations; (2) to organize means to build up material and human organization of the business, organizing both people and materials; (3) to command means to make the staff do their work; (4) to coordinate means to unite and correlate all activities; and (5) to control means to see that everything is done in accordance with the roles which have been laid down and the instructions which have been given (p. 119).

Gulick (in Gulick & Urwick, 1937) amplified these functions in answer to the question, "What is the work of the chief executive?" He responded by bringing attention to the topics of the division of labor, coordination of work, organizational patterns, and departmentations. Under coordination, the concept of span of control was developed. The span of control considered to be most effective was five to ten subordinates. As part of his consideration of organizational pattern he developed POSCoRB, an acronym for his seven administrative procedures: planning, organizing, staffing, directing, coordinating, reporting, and budgeting. He also suggested that organizations might be departmentalized in terms of purpose, process, persons, or place.

The view that people could be seen as things or that they were motivated chiefly by economic considerations led to a counter movement--the human-relations view of administration. Follett (1924) wrote that the fundamental problem in all organizations was in developing and maintaining dynamic and harmonious relationships. In addition, she thought that conflict was not necessarily a wasteful outbreak of incompatibilities, but a normal process by which socially valuable differences register themselves for enrichment of all concerned.

Despite Follett's early work, the development of the human-relations approach is usually traced to studies done in the Hawthorne plant of the Western Electric Company in Chicago by Mayo (1946). The first experiment was designed to test the effects of illumination on worker production. Findings on illumination did not turn out as expected. This led to a need to reexamine the basic assumptions and to explore the problem more fully. The findings suggested that whatever factors were changed--rest periods, length of day, method of payment--and in whatever way they were changed, even return to the original conditions, led to greater production (p. 73). The general thesis of the human-relations movement placed great importance on "good leadership"--democratic rather than authoritarian and employee-centered rather than production-centered.

Likert (1967) gave more attention to human relations in organizational terms. In his early work he established four systems of organizations: explorative authoritative, benevolent authoritative,

consultative, and participative. Later he gave up these descriptions and called them simply Systems 1, 2, 3, and 4. He contended that effective organizations tended toward System 4 and that they had the following characteristics: high levels of cooperative behavior; organization structure and interaction skills to deal with conflicts, capacity to motivate and coordinate the work of employees without resort to line authority and superior-subordinate relations which enable a person to perform well even with two or more superiors. Likert summarized his views in The Human Organization (1967). In his view, great faith could be placed on workers, and their participation would do much to increase the productivity of an organization.

Barnard (1940) provided the original definitions of formal and informal organizations and cogently demonstrated the inevitable interaction between them. He contended that authority did not reside in the giving of an order by a superior, but rather in the accepting of the order by members of the organization. Barnard also presented the concepts of effectiveness and efficiency. By effectiveness he meant the accomplishment of the purpose of the organization, which he saw as essentially nonpersonal in character. By efficiency he meant the satisfaction of individual motives, obviously personal in character.

Just as the mechanistic nature of industrial management seemed to be a factor in the birth and development of human relations, the excess of human-relations disciples probably gave support for a more structural view of organizations.

Weber (in Gerth & Mills, 1946) gave the concept of bureaucracy, and for him the distinctive characteristics of bureaucracy include the following: (1) a clear-cut division of labor to permit specialization, (2) positions organized into a hierarchical authority structure, (3) a formally established system of rules and regulations, (4) an impersonal orientation on the part of officials, and (5) career employment in the organization. Weber also dealt with the question of authority and suggested three types: traditional, charismatic, and legal.

March and Simon chose to look at organizational behavior as different from individual behavior. Their concepts were set forth in two books: Administrative Behavior by Simon (1957) and Organizations by both authors (1958). They saw man as "intendally rational," but limited by his capacities and his knowledge. As such, men in organizations when making decisions make a limited search for alternatives and they tend to select the first satisfactory alternative that comes along. Thus, organizations do not continue to search for optimal decisions; they settle instead for "satisfying" decisions.

Organization, according to Griffiths, Clark, Wynn, and Iannacone (1962), is that function of administration that attempts to relate and ultimately fuse the purposes of an institution and the people who comprise its working parts. It is the continuously developing plan that defines the job and shows how it can be efficiently and effectively accomplished by people functioning in a certain social environment.



The idea that organizations were social systems was present in Merton's (1968) work. As social systems, each part of an organization was dependent on the other parts. Viewing the organization as a social system and placing the focus on the organization, as such, tended to ignore the context within which organizations exist and probably contributed to the notion that organizations are closed systems.

Bennis (1970) took the position that nearly all our institutions are failing today because they are living on the borrowed genius of the industrial revolution, when bureaucracy came into its own. It was an elegant invention, a creative response to what was then a radically new age. But the passing of that age has left its characteristic form of organization hopelessly out of joint with contemporary reality.

Whereas structuralism focuses largely on organizational arrangements, open systems recognize the exchange both by way of input and output between the organization and its members. Katz and Kahn (1966) defined an open system as an energetic input-output system in which the energetic return from the output reactivates the system. Social organizations are frequently open systems in that the input of energies and the conversion of output into further energetic input consists of transactions between the organization and its environment.

Another approach to open systems proposed by Weick (1976) is that elements, or subsystems, in organizations are often coupled together loosely rather than through tight, bureaucratic linkages. By loose coupling Weick intended to "convey the image that coupled events

are responsive, but each event also preserves its own identity" (p. 3). He also saw potential functions and dysfunctions in loose coupling as follows: (1) allows positions of the organization to persist, (2) may provide a sensitive sensing mechanism, (3) may be a good system for localized adaption, (4) may allow the system to retain more mutations and novel situations, (5) may keep a breakdown in one part of the system from affecting other parts of the organization, (6) may allow more room for self-determination on the part of the actors, and (7) may be relatively inexpensive, for less money is spent on coordination.

The open-system model of organization, according to Schein (1965), holds that any given organization imports various things from its environment, uses these imports in some kind of conversion process, and then exports products, services, and waste materials which result from the conversion process. Thus open systems, such as schools, depend on outside agencies in the environment for making available required energetic inputs (operating funds, teachers, materials) and for absorbing the organization's products (educated and trained students). The significant fact is that open systems must be in intimate contact with the external environment to receive inputs relative to the expectations which are held for the organization.

For the most part, the views of administrative theory previously mentioned did not originate in educational administration. Yet developments in educational administration closely parallel those in the broad field of administration (Hoy & Miskel, 1982).

### More Theories and Issues in Administration

Considerable activity in developing still more useful theories that would help to advance the science of administration has brought about several newer approaches to administration. The Getzels and Guba (1957) model of behavior in social organizations is widely recognized. It is based on the theory that administration is a social process in which behavior is conceived as a function of both the individual and the institution. In this model, administration is structurally the hierarchy of subordinate-superordinate relationships within a social system; and functionally the focus for allocating and integrating roles and facilities in order to achieve the goals of the social system. The social system is comprised of two dimensions: the nomothetic, which consists of institution, role, and expectations; and the idiographic, which consists of the individual, his personality, and his need-dispositions. The term institution is used to designate agencies established to carry out institutionalized functions for the social system as a whole, and roles are the dynamic aspects of the positions, offices, and statuses within an institution. Roles are defined in terms of role expectations, and roles complement one another. A given act is derived simultaneously from both the nomothetic and idiographic dimensions; that is, behavior is the product of both the role and the personality of the role incumbent. The proportion of role and personality factors determining behavior will vary greatly from one situation to another.

The Getzels and Guba model suggests some administrators may be more nomothetic or normative in their behavior and some more idiographic or personal in their behavior. Moser (1957) was able to use these ideas and define three styles of leadership: (1) the nomothetic style is characterized by behavior which stresses goal accomplishment, rules and regulations, and centralized authority at the expense of the individual. Effectiveness is rated in terms of behavior toward accomplishing the school's objectives; (2) the idiographic style is characterized by behavior which stresses the individuality of people, minimum rules and regulations, decentralized authority, and highly individualistic relationships with subordinates. The primary objective is to keep subordinates happy and contented; and (3) the transacted style is characterized by behavior which stresses goal accomplishment, but which also makes provision for individual need fulfillment. The transactional leader balances nomothetic and idiographic behavior and thus judiciously uses each style as the occasion demands.

According to Little (n.d.), leadership may be considered one of the two primary functions of administration; the other function is management. The leadership function requires the capacity to "live ahead" of his institution; to interpret his institution's needs to the public and the public's needs to his institution; and to conceive and implement strategies for effective changes required for his institution to fulfill its purpose. The management function requires the capacity to arrange and operate his institution in a manner that elicits an

efficient and effective effort of the total membership of his institution toward its purposes.

McGregor (1960) advocated the integration of organizational and individual goals in what he called Theory Y. He felt that too many administrators still operate in the traditional view of direction and control, and he labeled this Theory X. McGregor based his Theory Y on motivational research. He stated:

Man is a wanting animal--as soon as one of his needs is satisfied, another appears in its place. This process is unending. It continues from birth to death. Man continuously puts forth effort--works, if you please--to satisfy his needs. (p. 36)

Campbell, Bridges, Corbally, Nystrand, and Ramseyer (1971) viewed the central purpose of administration in any organization as that of coordinating the efforts of people toward the achievement of its goals. In education, they said, these goals have to do with teaching and learning. Thus, administration in an educational organization has as its central purpose the enhancement of teaching and learning.

Moore (1984) felt the basic theories of administration have not changed in the past 20 years, but the social setting in which education functions has undergone considerable change.

Long (1982) stated that educators need to focus on the emerging trends and issues suggested by current census data. One of these trends is the growth of the 65-and-older population. Census projections indicate this group of senior learners will double between 1976 and 2020, topping out at approximately 45 million. Another trend is the emergence of the Hispanic population. The Bureau of the Census place

the Hispanic population in the United States at well over 12 million. If present trends persist, the mushrooming Hispanic population will outnumber blacks as the largest minority group by 1990. A third trend to consider is the shifting family composition. Unprecedented numbers of single-parent families are evolving primarily because of divorce. During the 70's, two-parent families plummeted by one million, or 4 percent, while one-parent families climbed by 2.6 million or 79 percent. At the close of the decade, the number of divorces (1,170,000) was approximately half the number of marriages (2,317,000).

Society's economic state plays an important part in its view of education. As resources become limited, educators and noneducators demand the verification of schools' purposes through such quantification measures as accountability and minimal-competency legislation and policies (Bakalis, 1981). This verification inevitably results in greater bureaucracy and the escalation of decision-making control to ever higher levels of educational governance.

Bakalis (1983) believed that in past practice, quality education has in fact meant quantity education; that is, the purpose of the schools has become doing everything for everybody. Can we be equal and excellent too? When Americans have had to choose between the two, equality and not excellence has been the victor. The Report of the National Commission on Excellence in Education (Goldberg & Harvey, 1983) expressed that mediocrity, not excellence, is the norm in American education. It further reported that we do not have to put up

with this situation. We can do better, we should do better, and we must do better.

Cooperative Extension administration, like all educational administration, in spite of the universality of administrative processes, does of necessity get back to the teaching and learning process. Extension administration exists for the purpose of guiding and facilitating the organization to meet the out-of-school needs of the people it serves, primarily in the areas of agriculture and marketing, family-living education, 4-H youth and natural resources, and public policy education.

As we analyze the administrative role of the county Extension director, we will operate in the frame of reference that has been established here.

### Related Studies

In a study of this nature, it is essential to review the literature and examine the research that may have bearing on the problem under investigation: the administrative role of the county Extension director. Caul (1960) conducted a study of perceptions of the county Extension director's administrative role in Michigan. The data for his study were obtained from 395 Michigan State Extension workers, who as respondents had an opportunity to record their judgment concerning the extent to which 132 possible role-definition items were a part of the job of a county Extension director. The role-definition items were grouped into two broad categories. One group described 50 items as specific responsibilities with which the county Extension

director must be concerned, including functions such as (1) effective use of Extension resources in the county, (2) interpretation of Extension organization and policy, (3) being aware of strengths and weaknesses of Extension agents in his/her county, and (4) selection of the new county agents when needed in his/her county. The second group described 82 items identified as activities in which the county Extension director would engage, including items such as (1) adjusting assignments of agents so as best to use their talents and skills, (2) reviewing reports of program accomplishment in all program areas, (3) employing and assigning duties of office secretaries, (4) planning and evaluating the county Extension program, (5) serving as a consultant to other agents in their area of program responsibility, (6) making periodic reports of use of funds under his/her direction to county governing and/or advisory groups, and (7) supervising personally the technical work of other county agents.

Caul's findings defined the role of the county Extension director in the following vein (items in rank order):

1. Providing the educational leadership at the county level.
2. Obtaining necessary local financial support, managing it and the county Extension office effectively.
3. Taking responsibility for broad areas of county Extension organization and policy.
4. Helping select new workers for the county, aiding in training of county workers, looking after their general welfare, and evaluating their performance.



5. Coordinating county staff efforts.
6. Maintaining effective public relations.
7. Providing leadership in program development.
8. Supervising the work of the county staff.

Abdullah's (1964) study attempted to define and clarify the role of the county Extension director in California as viewed by representative members of the California staff. The questionnaire consisted of 50 responsibilities and 82 activities items classified under the following eight administrative processes: (1) planning and programming, (2) organization and policy, (3) direction and coordination, (4) personnel management, (5) supervision, (6) business and finance management, (7) administrative relations, and (8) educational leadership.

Respondents perceived "educational leadership," such as developing and maintaining ability to work with people and planning and executing an educational program in his/her subject matter, as the primary function of the county Extension director. Administrative processes viewed as "most significant" of the county Extension director's role were organization and policy, business management and finance, personnel management, and direction and coordination.

When the findings of this study are compared to other research findings, there was a strong agreement between the total respondents in California and Michigan on the perception and ranking of the eight administrative processes.

The McNabb (1964) study of Missouri county Extension directors considered two aspects of the administrative processes: (1) the rights and obligations of the county director and (2) his/her role performance or behavior as perceived by county directors, other county staff, and state administrative staff of the Extension Division. Some of the major conclusions were that there was a high degree of consensus among county directors, a high degree of consensus between county directors and the state administrative staff, and a high degree of consensus between county directors and other county staff on a majority of the role-expectation items. However, on specific items there was a definite lack of consensus among the position groups. For example, county directors, to a greater extent than other county staff, felt that they had the right to approve new county staff prior to approval by the County Extension Council, that members of the county staff should secure the approval of the county director before going to the district director with program or personal problems, and that the county director was obligated to see that evaluation studies of various programs were carried out.

Another major conclusion was that county directors, to a greater extent than other county staff, felt they were suggesting new ideas or new approaches in programs of other staff members and that they were encouraging and making use of suggestions given by them. In general, county staff members with high job-satisfaction scores felt that the county director was obligated to exert stronger leadership than did those scoring lowest on the job-satisfaction scale.

Black (1969) chose to study how employees in the three organizational levels of the Oklahoma Cooperative Extension Service perceived and expected county Extension directors to behave as leaders. The three organizational levels were district Extension directors to whom the county Extension directors are administratively responsible, county Extension directors, and professional staff members subordinate to the county Extension directors. The leadership behavior was measured along two dimensions: initiating structure and consideration. Initiating structure is behavior that delineates between the leader and members of the staff and establishes well-defined patterns of organization, channels of communication, and methods of procedure. Consideration is behavior indicative of friendship, mutual trust, respect, and warmth.

The county Extension directors' description of their own behavior of the initiating structure dimension did not significantly differ from the descriptions of their behavior by district Extension directors or subordinates; nor were there significant differences between the descriptions of the district Extension directors and subordinates. However, significant differences in perception were noted for the consideration dimension of the county Extension director's behavior. The district Extension directors saw the county Extension directors as showing more consideration than did either the subordinates or the county directors themselves. In respect to consideration, the county Extension directors and subordinates tended

to agree in their descriptions of the county Extension director's behavior.

In a North Carolina study, the major objectives were to determine (1) expectations the selected job groups held for the administrative role of the county Extension chairman and (2) the degree of congruency or conflict that presently exists between the norms established by the North Carolina Agricultural Extension Service administrative staff and the expectations held by the selected job groups (Jones, 1969). A role model consisting of six functions and 51 tasks was designed to guide the study. These major functions were as follows: (1) management and coordination of personnel in the county office, (2) budget for and finance of county operations and programs, (3) office management, (4) professional development of self and others, (5) communications and relationships, and (6) program development. The responses of the selected job groups indicated strong support of the role ascribed for the county Extension chairman. There were significant differences between the administrative norms and the selected job groups' expectations for 15 of the 51 tasks.

A study with similar objectives was conducted in Florida by Wheaton (1971). Three null hypotheses developed to guide this study were: (1) there is no difference between the five selected job groups in expectations held for the administrative role of the county Extension director job group, (2) there is no difference between the norms established by the Florida County Extension Service administrative staff and expectations held by the five selected job groups

concerning the county Extension director job group, and (3) there is no difference in respondents' expectations of the administrative role of the county Extension director job group and each of the selected factors which were the independent variables of this study.

Hypothesis I was rejected because of variation of responses reflecting differences in expectations held by the selected job groups. Hypothesis II was rejected for four of the five selected job groups and four of the six county Extension director job groups' functions. Hypothesis III was rejected for 10 of the 12 independent variables. Findings from this study indicated there was a lack of clarity in role definitions among job groups in the Florida Cooperative Extension Service. A high degree of communication has been achieved concerning the role of the county Extension director job group, although this appeared to be greatest at the administrative, supervisory, and county Extension director levels.

Rodgers' (1977) study identified the competencies that were believed to be requisite to the effective performance of the administrative role of the county Extension chairman in Georgia. The major purpose of this study was to identify the competencies that are believed to be requisite to the effective performance of the administrative role of the county Extension chairman (CEC) in the University of Georgia Cooperative Extension Service. The conceptual perspective of the study was derived from a review of literature concerning the concepts of profession, role, administration, administrative functions, and competency. The methodology employed was the coupling of two

research techniques--the critical-incident and the content-analysis techniques. The critical-incident technique was used first to collect critical incidents related to their administrative role directly from 35 randomly selected Georgia county Extension directors. The content-analysis technique then was used to analyze and categorize the incidents under four major administrative-function areas: personnel management (counseling, communicating, evaluating, motivating, problem solving, delegating, directing, disciplining, decision making, and teaching); program administration (public relations, problem solving, teaching, communicating, leading, coordinating, motivating, planning, delegating, analyzing, and policy compliance); financial management (record keeping, budget control, budget forecasting, financial analysis, staff support, and budget accountability); and office management (establishment and maintenance of adequate office support, establishment and maintenance of efficient office layout, establishment and maintenance of accessibility to clientele, allocation of facilities and equipment, establishment and maintenance of a good office image, and facilitation of an efficient work flow).

The findings indicated that a combination of the critical-incident and content-analysis techniques can be used as a basis to identify the administrative functions in the administrative role of the CEC. Further, by examining each incident in light of the identified administrative functions, competencies believed to be requisite to the effective performance of the administrative role of the county

Extension chairman can be deduced by social scientists through content analysis.

The preceding studies all dealt with the administrative role of the county Extension director. It is apparent that research in this area attacked the study of the role from the standpoint of expectations for that role.

#### Summary

In this chapter an attempt was made to systematically review the literature. The first portion of the chapter dealt with a review of role theory. The second part consisted of a systematic review of literature pertaining to theories in administration. The last part of the chapter dealt with studies related to the study under investigation.

## CHAPTER III

### PLANNING AND CONDUCTING THE STUDY

#### Planning the Study

In a study of this nature, it is essential to follow specific procedures for planning and conducting the study. This chapter describes the procedures and activities carried out in planning and conducting the study.

#### Reviewing the Literature

A review of the literature was the first step in planning this study. (See Chapter II, Review of Literature.) Because the study deals with the administrative role of the county Extension director, it was essential to review the following kinds of literature pertaining to (1) research related to role theory, (2) studies revealing the various theories in administration, and (3) related studies that may have bearing on the problem under investigation.

#### Preparing the Survey Instrument

The questionnaire used was similar to the one used by Caul (1960). This questionnaire was adapted to Extension from one used by Hemphill (1959) in his study of executive positions. Based on the executive factor analysis made by Hemphill on a similar set of questions designed for measuring executive positions in industry, it



was assumed that the questions would (1) measure respondent expectations toward the position of county Extension director, (2) measure the extent to which different elements are perceived to be a part of the position of county Extension director, (3) discriminate between expectations held for different types of responsibilities and activities, and (4) discriminate between expectations held by different respondents.

Caul's study was conducted in 1960; therefore, additional items were included in the questionnaire to reflect contemporary issues and additional responsibilities that the Michigan Cooperative Extension Service has in the 1980s. The items described in the Administrative Standards (see Appendix C) and Supervisory Standards (see Appendix D) used in the 1981-82 Professional Appraisal were interfaced with the Caul survey items to expand the scope of the county Extension director's role expectations. Further, an analysis was made of the questionnaires used in the Missouri (McNabb, 1964) and North Carolina (Jones, 1969) studies to obtain additional items to strengthen the instrument.

The survey questionnaire was divided into four sections. Section I: Your Experience, Education, and Background sought demographic information about all respondents, with several questions pertaining to only county Extension director respondents. Section II: Position Responsibilities of the County Extension Director centered on perceived role items with which an individual in the position of county Extension director must be concerned. Section III: Activity Expectations of the County Extension Director considered perceived role items

which described the activities in which a person in the position of county Extension director would be expected to take leadership and should perform. Section IV: Additional Comments was an optional opportunity for respondents to present their additional thoughts.

Respondents were asked to record, on an eight-point scale, their evaluation of the extent they perceived the role-definition item to be a part of the position. If it was not a part, the respondent marked in the zero column. If the question did apply, the respondent was required to make a second decision, that of placing a weight on the item on a continuum ranging from 1 through 7. A weight of 1 was labeled "may be a minor part of the position." A weight of 4, or the middle weighted score of the continuum, was labeled "a substantial part of the position." The number 7 score was labeled "a most significant part of the position." Therefore, both the direction and intensity held for the role expectation could be measured.

The updated questionnaire was pilot tested with persons representative of each of the four position groups to be surveyed. This activity was helpful in determining whether or not the questions were stated clearly and the expected interpretation given them (Wiersma, 1975, p. 171). Twenty retired Michigan county Extension directors, six Michigan county Extension agents (Kent County), one county government Cooperative Extension Service contact person (Kent County), and one former associate director of the Michigan Cooperative Extension Service pretested the questionnaire. Kent County representatives were involved in the pretest only, but not the regular survey due

to the researcher's employment in this county. Changes were recommended in primarily two areas. In Section III of the questionnaire, which dealt with activity items, changes were made in the introduction to distinguish this section from the responsibility items--Section II. In addition, minor changes were made in items to keep them in the "county" context.

The final version of the questionnaire comprising 172 possible role-definition items was placed on mark-sensitive answer sheets (see Appendix A). It was determined that this format would save time and expense. The idea of this survey format had its genesis from the survey conducted by the National "Extension in the 80's" committee. Dr. Laverne Forest (1982), project coordinator, was contacted and provided input to the design of the survey instrument for this study. His primary advice was to put specific instructions on the survey instrument and not on a separate sheet. In addition, the Michigan State University Scoring Office staff was interviewed to gather additional suggestions to assure scoring accuracy.

#### Selecting the Population and the Respondent Groups

Because the study was concerned with the expectations held by significant others for the administrative role of the county Extension director, it was decided to include the following groups in the study population: (1) county Extension directors, (2) county Extension agents, (3) state Extension administrators, and (4) county government CES contact persons.

Individuals who had been employed less than one year with the Michigan Cooperative Extension Service were eliminated before selecting the sample. Seventy-seven county Extension directors, 177 county Extension agents, and 20 state Extension administrators were identified in the eligible population. It seemed reasonable to use the entire eligible population of county Extension directors and state Extension administrators in the sample. To achieve a similar size of county Extension agents, a random 50 percent sample was taken. The sample was selected by use of a table of random numbers (Ary, Jacobs, & Razavieh, 1972, pp. 366-70). The random sample included 89 county Extension agents.

The identification and selection of the county government CES contact person posed some difficulty. This was due to the lack of uniform titles at the county government level. Further, each county had a preferred manner in which the Cooperative Extension Service interfaced with the county government structure. For the purposes of the study, it was important that the county government CES contact person possessed a reasonable knowledge and understanding of the Cooperative Extension Service and, more specifically, the administrative role of the county Extension director.

House (1982) indicated that what was desired was not the identification of individuals by uniform titles, but by uniform results. To obtain this information, he suggested that the county Extension director could best answer the question, "Who is the contact person for administrative matters at the county government level?"

More specific criteria for selection of this person would include an affirmative answer to a majority of the following items: (1) Is normally contacted about Cooperative Extension Service personnel matters, (2) Is the county government individual responsible for the Cooperative Extension Service budget, (3) Is consulted about Cooperative Extension Service office management concerns, and (4) Receives reports of Cooperative Extension Service programs being planned and conducted within the county. Therefore, the 77 eligible county Extension directors were asked to identify the county government CES contact person in their respective counties.

### Conducting the Study

#### Securing Responses to the Questionnaire

Two sets of mailing labels of all Extension respondents were obtained from the Personnel Office of the Michigan Cooperative Extension Service. One set was used for the initial mailing while the second set was used for necessary follow-up mailings. A cover letter was sent with the questionnaire to respondents of each of the three Cooperative Extension Service position groups (see Appendix E). In addition, all county Extension directors had a second cover letter enclosed requesting them to identify their county government CES contact person using the enclosed stated criteria (see Appendix F). They were asked to forward the enclosed packet of materials to this person. Further, the county Extension directors were asked to return to the researcher an information card (see Appendix G) on their county

government CES contact person. All respondents were asked to return the completed questionnaire in a pre-addressed, stamped envelope which was provided. A letter of endorsement encouraging the participation of respondents was sent by the Associate Director for Programs, Michigan Cooperative Extension Service (see Appendix H).

The first mailing was sent in April. At this time, the annual performance appraisal process had recently been completed by all staff and possibly provided the stimulus for responding. The response to the first mailing was 70 percent for county Extension directors, 78 percent for county Extension agents, 82 percent for state Extension administrators, and only 30 percent from the county government CES contact person respondent group. To provide a method for follow-up, a coding system was established. Questionnaires were coded using the following system: 100 series for county Extension directors, 200 series for county Extension agents, 300 series for state Extension administrators, and 400 series for county government CES contact persons. The first two digits in the series designated a specific individual (00), while the third digit (2--) denoted the appropriate position group; i.e., 203 was a person from the county Extension agent group, 303 was a specific state Extension administrator, and so on. The coding system was coordinated further by giving the county government CES contact person the same two-digit number as the county Extension director of that same county. Thus, county Extension director "X" might have code number 107, while his/her county government CES contact person's code number would be 407.

A follow-up card (see Appendix I) was sent to all nonrespondents approximately four weeks after the mailing of the original questionnaire. It was planned to use the COMNET MAIL (C-mail) to remind all Cooperative Extension service respondents. This electronic mail system permits instantaneous communication among the Michigan State University College of Agriculture and Natural Resources campus offices and all county Cooperative Extension Service offices. However, due to a temporary shut-down of the system, this method of follow-up was not permitted. A phone call was made as a second reminder to nonrespondents approximately two weeks following the first reminder.

The data in Table 1 show the number and percentage of usable questionnaires by specific respondent positions. The county Extension directors had a 92 percent usable rate, while the county Extension agents had a 91 percent usable rate. The state Extension administrators had the highest percentage usable: 95 percent. The lowest percentage usable, 62 percent, was established by the county government CES contact persons. The low rate of return of the county government CES contact persons was due in part to 16 county Extension directors failing to identify and select their county government CES contact person. It was established that the county Extension directors could best perform this role in the survey process. In addition, several county Extension directors representing large metropolitan counties were hesitant to follow up with this contact. However, the overall response rate of 83 percent was within levels suggested by experts for making valid generalizations. Kerlinger (1973) recommended a response

rate of at least 80 to 90 percent, and Wiersma (1975) suggested that generally 75 percent should be the minimum rate of return.

Table 1.--Number of respondents by position, Michigan, 1983.

Position Group	Surveyed	Number Usable	Percent Usable
County Extension directors	77	71	92
County Extension agents	89	81	91
State Extension administrators	20	19	95
County government CES contact persons	77	48	62
Total	263	219	83

### Processing the Data

The data on returned mark-sensitive survey questionnaires were processed by the Michigan State University Scoring Office. The data were placed directly on a magnetic computer tape and stored. Analysis of the data was done by the Michigan State University Control Data Corporation Cyber 170 Model 750 computer through the use of the Statistical Package for the Social Sciences (SPSS) computer program.

### Summary

This chapter dealt with the procedures used in planning and conducting the study up to the point of presenting and analyzing the data. Chapter IV presents the data and an analysis of the results.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE RESULTS

This chapter presents the results of the study of perceptions of the degree of importance of the 62 selected administrative responsibilities and the 110 selected administrative activities considered possible parts of the role of the Michigan county Extension director. An analysis of these data, by position groups and classified by administrative process, is presented in this chapter. The responses of the following groups are analyzed and compared: (1) county Extension directors, (2) county Extension agents, (3) state Extension administrators, and (4) county government CES contact persons.

#### Research Objectives and Relevant Data

In light of the general purposes of this study, the research questions and relevant data for each were as follows:

1. Are there differences in the importance of the expectations held for the various administrative processes in the county Extension director's position as perceived by respondent groups? The data relevant to this question were acquired by calculating the mean responses for each administrative process, ranking them, and applying the Friedman analysis of variance test.

2. Are there differences in the consensus within each position group or the perceived expectations held for the administrative duties of the county Extension director's position? The data relevant to this question were acquired by calculating the mean response, the standard deviation of each role item, classifying by administrative process, and the application of the Bartlett homogeneity of variance test.

3. Are there differences between the county Extension directors group and each of the other respondent groups on the perceived importance of expectations held for the administrative duties of the county Extension director's position? The data relevant to this question were acquired by calculating the mean responses of each position group for each administrative process and applying the analysis of variance test.

4. Is there a measurable association between the importance of the administrative processes and the county Extension director's age, staff size, Extension experience, formal education, and time spent on administration? The data relevant to this question were acquired by clustering the county Extension directors into reasonable group sizes by each demographic item, calculating the mean responses for the eight administrative processes, and applying the analysis of variance test.

5. Is there a difference between the importance of the eight administrative processes reported in this study and the Caul study completed in Michigan in 1960? Data relevant to this question were acquired by determining identical role items and respondent groups,

calculating mean responses of each administrative process by respondent groups within each study, ranking them, and applying the Friedman analysis of variance test.

#### Characteristics of Respondents in the Four Position Groups

Four characteristics were selected to describe the respondents in each of the four groups, and two additional characteristics were used to describe the respondents who were in Extension positions. The four common characteristics were age, sex, race, and formal education; these are presented in Tables 2 through 5. The two additional characteristics of respondents in Extension positions were years in Extension work and region in which located; these are presented in Tables 6 and 7.

The data in Table 2 indicate that the age distribution of the 219 respondents ranged primarily from 26 to 65 years of age. Slightly under 3 percent were 25 years of age or younger; 6 percent were over 65 years old.

There was a difference in age make-up of the four position groups. Nearly three-quarters of the county Extension directors were between 36 and 55 years; 65 percent of the county Extension agents were in a younger grouping of 26 to 45 years. Further, only 21.1 percent of the county Extension directors were 35 years or younger, while 50.1 percent of the county Extension agents were in this age category.

All of the state administrators were 26 to 55 years old. The county government CES contact persons seemed to be equally distributed

in each of the four age categories between 26 and 65 years; this was the only position group to have over-65-year-old respondents.

Table 2.--Age of county Extension directors, county Extension agents, state Extension administrators, and county government CES contact persons in this study, 1983.

	Respondent Groups							
	CED		CEA		SA		OGCP	
	No.	%	No.	%	No.	%	No.	%
25 years & under	1	1.4	5	6.3	0	0	0	0
26-35 years	14	19.7	35	43.8	5	26.3	9	18.8
36-45 years	28	39.4	17	21.2	6	31.6	11	22.9
46-55 years	24	33.8	13	16.2	8	42.1	11	22.9
56-65 years	4	5.6	10	12.5	0	0	12	25.0
Over 65 years	0	0	0	0	0	0	5	10.4
Not given	0	0	1	0	0	0	0	0

The sex of the respondents is presented in Table 3. Only 9.9 percent of the county Extension directors and 8.3 percent of the county government CES contact person respondents were females. State administrators were approximately three-fourths males, whereas the county Extension agents were more equally divided.

The data in Table 4 reveal that over 95 percent of the county Extension directors, county Extension agents, and county government CES contact persons were white. Nearly 90 percent of the state Extension administrators were white, while two minority groups had single representatives. Other position groups had representatives in only one minority group.

Table 3.--Sex of county Extension directors, county Extension agents, state Extension administrators, and county government CES contact persons in this study, 1983.

Sex	Respondent Groups							
	CED		CEA		SA		CGCP	
	No.	%	No.	%	No.	%	No.	%
Male	64	90.1	41	50.6	14	73.7	44	91.7
Female	7	9.9	41	49.4	5	26.3	4	8.3

Table 4.--Race of county Extension directors, county Extension agents, state Extension administrators, and county government CES contact persons in this study, 1983.

Race	Respondent Groups							
	CED		CEA		SA		CGCP	
	No.	%	No.	%	No.	%	No.	%
Asian	0	0	0	0	0	0	1	2.1
Black	2	2.8	3	3.7	1	5.3	0	0
Hispanic	0	0	0	0	1	5.3	0	0
White	69	97.2	78	96.3	17	89.4	46	97.9
Not given	0	0	0	0	0	0	1	0

The data in Table 5 indicate important differences in the extent of formal education were also evident between the four position groups studied. Most of the county Extension directors held master's degrees, while three directors had doctorates. The county Extension agents' degrees were split primarily between bachelor's and master's,

43.2 percent and 51.9 percent, respectively. Most state administrators had master's degrees (52.6 percent), and 42 percent had doctorates.

An interesting observation is that 41.7 percent of the county government CES contact persons did not have a college degree. However, over one-third of them did have bachelor's degrees. These differences in the amount of formal training indicate the necessity of the county Extension director possessing the ability to communicate to individuals at varying levels of education.

Table 5.--Formal education of county Extension directors, county Extension agents, state Extension administrators, and county government CES contact persons in this study, 1983.

Highest Degree Held	Respondent Groups							
	CED		CEA		SA		CGCP	
	No.	%	No.	%	No.	%	No.	%
None	0	0	0	0	0	0	20	41.7
Bachelor's	23	32.9	35	43.2	1	5.3	16	33.3
Master's	43	61.4	42	51.9	10	52.6	11	22.9
Specialist's	1	1.4	2	2.5	0	0	1	2.1
Doctorate	3	4.3	2	2.5	8	42.1	0	0
Not given	1	0	0	0	0	0	0	0

Table 6 illustrates the length of service in Extension was the greatest among the county Extension director respondents. While 23.2 percent of the county Extension directors had worked in Extension over 20 years, only 9.9 percent of the county Extension agents and 10.5 percent of the state administrators had this amount of Extension experience. The county Extension agents' largest tenure group by far

was the 1 to 5 year category with 44.4 percent. The most common lengths of service for state administrator respondents were 11 to 15 years and 6 to 10 years, respectively.

Table 6.--Years in Extension work of county Extension directors, county Extension agents, and state Extension administrators in this study, 1983.

Years in Extension	Respondent Groups					
	CED		CEA		SA	
	No.	%	No.	%	No.	%
Under 1 year	0	0	1	1.2	2	10.5
1-5 years	12	17.4	36	44.4	1	5.3
6-10 years	13	18.8	14	17.3	5	26.3
11-15 years	14	20.3	13	16.0	6	31.6
16-20 years	14	20.3	9	11.1	3	15.8
Over 20 years	16	23.2	8	9.9	2	10.5
Not given	2	0	0	0	0	0

The data in Table 7 reveal that the geographic distribution of the county position group respondents was evenly scattered throughout the six regions. There was less than 10 percent difference in the participation of the county Extension directors between the regions, with a high of the North region of 22.7 percent. Most of the county Extension agents represented the East Central and Southeast regions. The county government CES contact persons distribution seemed to have the least difference within the six regions--two regions at 21 percent and three regions at 13.9 percent. The geographic distribution of the respondents was very similar to that of the eligible population.

However, the North region had the largest differences between the sample and the population of 3.3 percent with county Extension directors, 2.9 percent with county Extension agents, and 5 percent with county government CES contact persons.

Table 7.--Region of county Extension directors, county Extension agents, and county government CES contact persons in this study, 1983.

Region	Respondent Groups					
	CED		CEA		CGCP	
	No.	%	No.	%	No.	%
East Central	12	18.2	19	24.4	9	21.0
North	15	22.7	11	14.1	9	21.0
Southeast	10	15.2	16	20.5	6	13.9
Southwest	10	15.2	14	17.9	7	16.3
Upper Peninsula	10	15.2	6	7.7	6	13.9
West Central	9	13.6	12	15.4	6	13.9
Not given	5	0	3	0	5	0

The size of total staff of responding county Extension directors is presented in Table 8. Staff size represents the maximum size of the total staff, including board-appointed professionals, program assistants, program aides, clerical staff, and student interns. One-third of the county Extension directors had staffs of four to six persons. Over 80 percent of the county Extension directors had staffs of 12 persons or fewer. The staff size of over 16 persons was fairly evenly divided between the remaining categories.



Table 8.--Size of total staff of responding Michigan county Extension directors, 1983.

Staff Size	CED	
	No.	%
1-3 persons	5	7.2
4-6 persons	23	33.3
7-9 persons	17	24.6
10-12 persons	11	15.9
13-15 persons	0	0
16-18 persons	2	2.9
19-21 persons	4	5.8
22-25 persons	3	4.3
Over 25 persons	4	5.8
Not given	2	0

The data in Table 9 reveal the time required to perform the administrative role of the county Extension agent varied from county to county. Over 40 percent of the county Extension directors spent 21 to 30 percent of their time on administration of their position. Approximately 10 percent of them spent over 70 percent of their time with the administrative role.

The data in Table 10 indicate the proportion of time county Extension directors spent on the administration of their position. There was a match when the percentage administrative time surveyed category intersected with the same percentage time category on the assigned administrative time axis. Twenty-seven or 39.7 percent of the responding county Extension directors had such a match. Five county Extension directors spent less time on administration of their position than assigned. Thirty-six or 52.9 percent of the county Extension

directors responded that they spent more time on administration than the time assigned for this purpose by state Extension administration.

Table 9.--Proportion of time county Extension directors in this study spent on administration as surveyed, 1983.

Percent Time on Administration	CED	
	No.	%
20 and under	17	23.9
21-30	31	43.7
31-40	7	9.9
41-50	4	5.6
51-60	5	7.0
61-70	0	0
71-80	4	5.6
Over 80	3	4.2

Table 10.--Number of county Extension directors with various assigned proportions of time for administration and their reported proportions of time spent, 1983.

Administration Time Surveyed	Percent Time Assigned for Administration					
	20 & Under	21-30	31-40	41-50	51-60	71-80
20 & under	13	3	1	0	0	0
21-30	17	10	1	0	0	0
31-40	1	5	1	0	0	0
41-50	1	1	1	1	0	0
51-60	0	1	1	2	1	0
71-80	0	0	1	0	2	1
Over 80	0	0	0	0	0	1

### Administrative Processes in CES at County Level

The eight administrative areas identified to describe the administrative processes at the county level of Extension work were (1) planning and programming, (2) organization and policy, (3) direction and coordination, (4) personnel management, (5) supervision, (6) business management and finance, (7) administrative relations, and (8) educational leadership.

The data in this portion of the chapter have been grouped into the eight administrative process areas listed above in order to facilitate analysis of the items associated with the job of the county Extension director. The data are based on the perceptions of 71 county Extension directors, 81 county Extension agents, 19 state Extension administrators, and 48 county government CES contact persons. The analysis is based on the degree of importance held for the county Extension director's performance on responsibilities and activities associated with the eight administrative areas.

### Planning and Programming

Planning and developing a county Extension program in cooperation with the people and the county staff is a designated responsibility of the Michigan county Extension director. Planning is the conscious process of selecting and developing the best course of action to accomplish an objective (Niles, 1958, p. 172). The essential features of planning and programming consist of clarifying the problem, determining the alternatives and the key factors in deciding which is

best, getting the facts, analyzing the facts, deciding on the action to be taken, and arranging for execution (Newman, 1952, pp. 88-89).

Examination of the distribution of the responses by position groups is shown in Table 11. Twenty-three role items were used to define the planning and programming administrative process. The role item with the highest mean score from all position groups was the effective methods of reaching county Extension goals. The state Extension administrators and county government CES contact persons both indicated the highest level of importance for this item in planning and programming. Focusing on the long-range objectives of the county Extension service was the most important role item to the county Extension directors. The county Extension agents viewed developing with appropriate local leaders and other Extension agents a written long-term Extension program for the county as the most important role item for county Extension directors. When ranked by the researcher, this item only ranked seventh among state Extension administrators and county government CES contact persons.

When reviewing the role-item rankings, it was evident that there was a high degree of similarity between the groups in the way they viewed the county Extension director's planning and programming responsibilities and activities. However, some differences were noted. County government CES contact persons considered the following role items more important than the other three respondent groups: (1) to approve the introduction of new types of Extension activities and programs in the county and (2) to make use of specialists in planning

Table 11.--Twenty-three items pertaining to county Extension planning and programming, classified by mean score and rank order.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Effective methods of reaching county Extension goals	5.44	1	5.56	3	4.93	3	5.56	1	6.09	1
Long-range objectives of the county Extension service	5.35	2	5.68	1	4.96	2	5.53	2.5	5.46	5
Develop with appropriate local leaders and other Ext. agents a short-term (year) plan-of-work for a unified total county Extension program	5.25	3	5.39	5	4.81	5	5.53	2.5	5.65	2
Develop with appropriate local leaders and other Ext. agents a written long-term Extension program for the county	5.18	4	5.50	4	5.01	1	4.90	7	5.13	7
Coordinating with staff the development of overall plan for working with local advisory groups	5.13	5	5.63	2	4.54	7	5.26	4	5.32	6
Long-range potentialities of the county Extension service	4.96	6	5.31	6	4.67	6	5.00	5.5	4.94	13

Table 11.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Methods used to get increased participation in county Ext. educational services	4.84	7	5.27	7	4.34	10	4.74	9.5	5.09	9
Forecasting future trends or needs of the county Extension service	4.81	8	5.10	10	4.48	8.5	4.47	11	5.08	10
Long-range trends in county Ext. administrative thinking	4.71	9	4.79	12	4.48	8.5	4.79	8	4.96	12
Set objectives and goals for Ext. educational programs in county	4.68	10	4.94	11	3.84	14	5.00	5.5	5.57	3
Improving effectiveness of county Ext. teaching methods	4.56	11.5	5.16	8	4.19	12	4.32	12	4.43	16
Proposed legislation that might affect the Cooperative Extension Service	4.56	11.5	4.50	15	4.89	4	4.16	13	4.25	17
Determine important educational needs of the people within county	4.38	13	5.14	9	3.93	13	4.74	9.5	3.89	18

Table 11.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=84	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Plan the evaluation of county Extension programs	4.28	14	4.79	13	3.41	17	4.00	14.5	5.06	11
Community social-economic conditions affecting the people who use Extension service	4.21	15	4.51	14	4.24	11	4.00	14.5	3.78	20
Approve the Introduction of new types of Extension activities or programs in the county	4.08	16	4.35	18	3.28	20	2.79	23	5.53	4
Make use of specialist in executing the county Extension program	3.98	17	4.44	16	3.20	22	3.11	19	4.46	15
Population and employment trends of the people in the county	3.89	18	4.34	19	3.83	15	3.74	16	3.40	21

Table 11.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Make use of specialist in planning the county Extension program	3.87	19	4.07	20	3.16	23	3.00	20.5	5.12	8
Analyze educational tech- niques used by the county Extension service	3.85	20	4.39	17	3.22	21	3.00	20.5	4.47	14
Activities of other related public agencies in the county	3.71	21	3.75	21	3.64	16	3.58	17	3.84	19
Activities of other educa- tional agencies in the county	3.34	22	3.57	23	3.40	18	2.90	22	3.12	22
Trends in educational thinking	3.31	23	3.62	22	3.31	19	3.21	18	2.92	23



the county Extension program. Another difference was noted--that the county Extension directors gave more importance to improving the effectiveness of county Extension teaching methods than the other groups.

In general, those items dealing with developing long-term and short-term plans had the highest mean scores. Questions pertaining to Extension teaching methods, such as improving methods used, evaluation of Extension programs, and making use of specialists, were of medium importance. Items dealing with investigation and analysis of needs, such as population and employment trends and attention to activities of other agencies, had the lowest mean scores.

#### Organization and Policy

Effective administration requires that the organization be in balance and adapted to the major objectives and basic operations. In Michigan, county Extension units are given the responsibility of determining their basic objectives for the county program within the broader framework of the state and federal Extension commitment.

Organization is the pattern of ways in which large numbers of people, too many to have face-to-face contact with each other, and engaged in a complexity of tasks, relate themselves to each other in the conscious, systematic establishment and accomplishment of mutually agreed purposes (Peabody, 1962, p. 30). In other words, organizational structure is the instrument by which members of an organization together with their clients outside of the organization arrive at mutual goals and ways of achieving them. Policies are the guiding

principles established by the organization to govern actions, usually under repetitive conditions (Holden, Fish, & Smith, 1951, p. 79).

Questions used to determine the respondents' perception of the importance of role definition items pertaining to county Extension organization and policy are set forth in Table 12. County Extension directors, state Extension administrators, and county government CES contact persons all agreed that the most important organization and policy role item was the effective use of Extension resources in the county. However, the item with the highest mean score for the county Extension agents was the supporting of the county Extension agent when the county Extension director believes the facts show that the state office complaints are unjustified. A further major difference in this item was noted between the mean scores of the county Extension agents and the state Extension administrators, 6.19 and 3.89, respectively.

Both the county Extension directors and the county Extension agents agreed that keeping county Extension agents advised on the content of reports, letters, etc. and the adequate staffing of county Extension jobs were extremely important role expectations. The county government CES contact persons placed a higher importance on defining areas of responsibility for county Extension personnel and adjusting assignments of county Extension agents so as to best use their talents and skills than did the other three respondent groups. In general, the county Extension directors gave the highest values for organization policy role items, while state Extension administrators gave the lowest mean values.

Table 12.--Twelve items pertaining to county Extension organization and policy, classified by mean score and rank order.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups											
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48			
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank		
Effective use of Extension resources in the county	5.91	1	6.07	1	5.59	4	5.90	1	6.21	1		
Keep county Ext. agents advised on the content of reports, letters, etc.	5.56	2	5.94	2	5.85	2	4.53	4	4.92	7		
Adequate staffing of county Extension jobs	5.51	3	5.78	3	5.65	3	5.00	2	5.08	5		
Support a county Ext. agent when the CED believes the facts show that the state office complaints are unjustified	5.44	4	5.31	5	6.19	1	3.89	7	4.96	6		
Delegate general areas of program responsibility to county Extension agents	4.99	5	5.10	6	4.53	7	4.61	3	5.71	2		
Employ office secretaries	4.82	6	5.54	4	4.75	5	3.79	8	4.29	11		

Table 12.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Interpretation of Extension policy	4.78	7	4.90	8	4.70	6	4.37	5	4.88	8
Interpretation of Extension organization	4.48	8	4.69	9	4.36	8	4.22	6	4.46	10
Adjust assignment of county Ext. agents so as to best utilize their talents and skills	4.28	9	4.31	11	3.84	10	3.00	10	5.50	4
Define areas of responsibility for county Extension personnel	4.18	10	4.49	10	3.40	11	2.72	12	5.57	3
Assign duties of office sec- retaries	4.16	11	4.97	7	3.88	9	3.26	9	3.82	12
Accept full responsibility for decisions made by Ext. agents in the county	3.36	12	3.58	12	2.48	12	2.94	11	4.65	9

### Program Direction and Coordination

Direction is that vital step between preparation and actual operation; it is the issuing of instructions and otherwise indicating to subordinates what should be done (Newman, 1952, p. 388). Every instruction should possess three basic features: (1) compliance should be reasonable; (2) the instruction should be complete as what is to be done, and when; and (3) it should be clear to the person receiving it. Coordinating is the process of communicating with elements outside (and inside) the administrator's jurisdiction to secure their cooperation wherever they influence or are influenced by the administrator's operation (Niles, 1958, p. 313). The action consists of securing agreement to, understanding of, or active aid in the pursuit of a common purpose. Coordination in administration, according to Newman,

. . . deals with synchronizing and unifying the actions of a group of people. A coordinated operation is one in which the activities of the employees are harmonious, dovetailed, and integrated toward a common objective. (p. 390)

Twenty-one items were used to test the expectations held for direction and coordination of the county Extension service. Table 13 shows the mean score and rank for each item. The fair treatment of all Extension agents in the county was the most important role item for all respondent groups except the county government CES contact persons. They felt the primary function of the county Extension director's direction and coordination role was providing leadership in the assessment of county needs for the total Extension effort in the county.

Table 13.--Twenty-one items pertaining to county Extension direction and coordination, classified by mean score and rank order.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Fair treatment of all Ext. agents in the county	5.83	1	6.21	1	5.96	1	5.37	1.5	5.22	4
Involve county Ext. agents in decisions affecting county programs	5.62	2	5.80	2	5.85	2	5.21	4	5.12	7
Provide leadership in the assessment of county needs for total Ext. effort in county	5.32	3	5.53	5	4.83	7	5.05	6	5.94	1
Hold regular county staff conferences to coordinate activities of all staff	5.30	4	5.58	4	5.14	4	5.28	3	5.18	5
Strengths of Ext. agents in the county	5.24	5	5.59	3	5.33	3	4.58	8.5	4.83	13
Keep county Ext. agents informed on what is going on in all phases of the county Ext. program	5.02	6	5.31	9	5.03	5	4.05	15	4.96	12

Table 13.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups							
	Total N=219	CED N=71	CEA N=81	SA N=19	CGCP N=48	$\bar{X}$	Rank	Rank
Priorities given to the educational activities of the county Cooperative Extension Service	4.95	5.46	4.38	4.58	5.31	4.95	7	3
What educational activities the county Ext. service is to engage in	4.94	5.49	4.22	5.11	5.33	4.94	8	2
Anticipate new and/or changed demands for county Ext. service assistance	4.91	5.17	4.64	4.68	5.06	4.91	9	10
Joint staff educational efforts across all program areas	4.89	5.27	4.53	5.37	4.75	4.89	10	15
Weaknesses of Ext. agents in the county	4.84	5.36	4.43	4.32	5.00	4.84	11	11
Provide complete and meaningful instructions to county staff	4.67	4.93	4.26	4.21	5.15	4.67	12	6
Implement cross-program cooperation between and among county staff	4.57	5.20	4.03	4.47	4.61	4.57	13	17
Establish personal and professional standards county Ext. agents can follow	4.44	4.81	3.75	4.26	5.10	4.44	14	8

Table 13.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Assist county Extension agents with important events	4.39	15	4.69	15	3.76	15	4.11	14	5.08	9
Consult with county staff members about filling a vacant county Ext. agent position	4.34	16	4.56	16	4.86	8	3.00	18	3.69	20
Coordinate other USDA and related agency programs and personnel available that bear upon the county Cooperative Extension Service	3.79	17	4.01	17.5	3.29	17	3.11	17	4.53	18.5
Forecast the seasonal and yearly workload of the county staff	3.60	18	3.68	20	3.06	18	2.79	19	4.71	16
Be involved in establishing objectives for all program areas of county Extension	3.57	19	4.01	17.5	2.47	19	3.56	16	4.76	14
Program development in the subject matter area of other county Ext. agents	3.16	20	3.75	19	2.46	20	2.78	20	3.63	21
Be involved in establishing programs for all program areas of county Ext.	2.98	21	3.34	21	1.78	21	2.72	21	4.53	18.5



County Extension directors and county Extension agents also agreed with each other on the relative importance of the second, third, and fourth items: involving county Extension agents in decisions affecting county programs, strengths of Extension agents in the county, and holding regular county staff conferences to coordinate activities of all staff. County Extension agents placed a higher importance on consulting with county staff members about filling a vacant county Extension agent position than the other respondent groups.

When the researcher ranked the role items within this administrative process, the county government CES contact persons had the following items considerably higher than the other position groups: ranked second--what educational activities the county Extension service is to engage in; ranked third--priorities given to the educational activities of the county Cooperative Extension Service; and sixth--provide complete and meaningful instruction to county staff.

In summary, the role items that dealt with coordination generally had higher mean scores than items related to direction. County Extension directors and county government CES contact persons indicated the highest mean scores for the process of direction and coordination.

### Personnel Management

Personnel management is concerned with obtaining and maintaining a satisfactory work force (Terry, 1964, p. 742). Finding, selecting, and placing people on the proper jobs constitute an enormous

task, but motivating and keeping them on the job and satisfied are perhaps even greater tasks. In general, it is the management of human resources in employment. The scope of personnel management was arranged under three main headings (1) acquisition of competent employees, (2) retaining competent employees, and (3) increasing individual productivity (Terry, 1964).

The responses to seven possible responsibilities and 16 possible activities of the county Extension director, judged to be examples of the personnel functions at the county level, are shown in Table 14.

The maintenance of a competent staff was ranked as the most important role item when the mean score of all 219 respondents was considered. However, there was only 0.08 difference between the number-one-ranked item and the fourth-ranked item overall. County government CES contact persons viewed this role item as most important. County Extension directors and state Extension administrators agreed that the orientation of new Extension workers in the county was most important. Acquainting newer agents with their responsibilities was the most important personnel management item of the county Extension agent respondents.

County Extension directors considered guiding the development of county staff members as Extension employers and participating in the interview of candidates for board-appointed positions in the county more important than did the other position groups. State Extension

Table 14.--Twenty-three items pertaining to county Extension personnel management, classified by mean score and rank order.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups											
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48			
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank		
Maintenance of a competent staff	5.49	1	5.79	2	5.08	5	5.42	3	5.77	1		
Orientation of new Extension workers in the county	5.47	2	5.80	1	5.44	3	5.68	1	4.94	6		
Acquaint new county agents with their responsibilities	5.45	3	5.49	6	5.52	1	5.00	5	5.45	2		
Assist new agents in becoming acquainted in the community and county	5.40	4	5.76	3	5.48	2	5.47	2	4.74	7.5		
Agents' attitudes	5.13	5	5.55	4	4.69	6	4.89	6	5.33	3		
Encourage professional development in county Extension agents	5.07	6	5.24	8	5.18	4	5.05	4	4.67	9		
Selection of new county Extension agents when needed in the county	4.88	7	5.25	7	4.68	7	3.58	10	5.17	4		

Table 14.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Guide the development of county staff members as Ext. employees	4.76	8	5.39	5	4.53	8	4.26	7	4.41	12
Make recommendations for appointments, promotions, or dismissals of Ext. agents in the county	4.55	9	4.80	12	4.41	9	2.68	17	5.12	5
Make recommendations for merit increases in salary of Ext. agents in the county	4.38	10	4.82	11	4.35	10	1.95	19	4.74	7.5
Train new Extension workers in the county	4.24	11	4.69	13.5	3.99	13	4.06	8	4.08	13
Nominate outstanding agents in the county for other positions	4.11	12	4.21	16	4.31	11	2.94	15	4.06	14
Appraise or assist agent staff in appraising secretaries and other support staff	4.07	13	4.86	10	3.73	16	3.89	9	3.57	18
Participate in the interview of candidates for board-appointed positions in the county	4.02	14	4.87	9	4.26	12	3.12	13	2.67	21
Approve transfers of agents into the county	3.97	15	4.27	15	3.93	14	1.84	20	4.43	11

Table 14.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Screen candidates for vacant agent positions in the county	3.82	16	3.85	19	3.83	15	1.68	21	4.59	10
Out-of-county time and travel of agents	3.81	17	4.69	13.5	3.20	17	3.33	11	3.71	16
Agent and secretarial vacation plans	3.42	18	4.16	17	3.05	18	3.00	14	3.09	20
Assess educational training needs of individual staff workers in office	3.35	19	3.92	18	2.54	20	3.22	12	3.92	15
Recruit new personnel to fill vacant or new Ext. agent posi- tions in the county	3.13	20	3.49	20	2.57	19	2.78	16	3.67	17
Assist new county Ext. agents in locating a place to live	2.67	21	3.38	21	2.16	22	2.16	18	2.65	22
Approve transfer of agents out of the county	2.43	22	2.54	23	2.20	21	.90	23	3.22	19
Ext. agent retirement and insurance plans for other than CED	2.28	23	2.79	22	1.83	23	1.65	22	2.53	23



administrators viewed making recommendations for appointment, promotion, or dismissal of Extension agents in the county and making recommendations for merit increases in salary of Extension agents in the county as seventeenth and nineteenth priorities, while other respondents considered them more important.

The county government CES contact respondents placed a higher value on making recommendations for appointments, promotions, or dismissal of Extension agents in the county and the selection of new county Extension agents when needed in the county than the other respondents.

In summary, county Extension directors had the highest mean scores for the personnel management role items. Role items dealing with working with new agents had the highest mean scores, while items related to employee services had the lowest scores.

### Supervision

A concise definition of supervision or the supervisory function was difficult to find in the literature. To varying degrees, many occupations use supervisors, be they the office boss, the floor manager, or the construction foreman. They carry out the task of supervision in the original sense of the Latin word, supervis(us) (supervidere), to oversee. They demonstrate techniques, offer suggestions, give orders, evaluate performance, and check on results. In most educational settings, supervision of instruction is what administrative personnel do with adults and things to maintain or change the educational operation in ways that directly influence the





teaching processes employed to promote pupil learning (Harris, 1975, pp. 10-11). Supervision is conceived as a service function rather than an authoritarian or laissez-faire process (Oliva, 1976, p. 17). In Michigan, the county Extension director has been given the responsibility for supervising other employees.

Twenty-two role items were used to test the importance and extent of supervisory functions. They are shown in Table 15. The quality of the educational efforts of the county Cooperative Extension Service was perceived as the most important role item with a mean score of 5.84. The county Extension directors and the county government CES contact persons, with mean scores of 6.26 and 5.87, viewed this item as most important. The state Extension administrators also considered this item very important (5.72), and they gave the same mean value of importance to the role item to implement Extension civil rights, EEO and affirmative action policies. The county Extension agent respondents also considered this policy item as most important, with a 5.50 mean score. However, the county government CES contact persons viewed this item as having less importance, resulting in a ranking of thirteenth with a 4.33 mean score.

County government CES contact persons had different perceptions of other supervisory role items from the other position groups. They gave a mean score of 5.22 to the role of appraising the results of county Extension educational programs and activities, whereas other groups responded with scores on this item as low as 3.53, which resulted in a ranking of fourteenth. In addition, county government



Table 15.--Twenty-two items pertaining to county Extension supervision, classified by mean score and rank order.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Quality of the educational efforts of the county Cooperative Extension Service	5.84	1	6.26	1	5.48	2	5.72	1.5	4.87	1
Give special attention to county Ext. personnel problems as they arise	5.43	2	5.87	2	5.38	3	5.11	5	4.98	6
Compliance with county, Michigan State University and Extension personnel policies/practices	4.31	3	5.59	4	5.17	4	4.95	6	5.26	2
Implement Extension Civil Rights, EEO, and Affirmative Action policies	5.30	4	5.63	3	5.50	1	5.72	1.5	4.33	13
Program evaluations in his/her subject-matter responsibility	5.24	5	5.56	6	5.13	5	5.00	4	5.02	5
Provide objective input into performance appraisal for each agent assigned to the county	5.09	6	5.58	5	4.92	6	4.94	5	4.71	8
Review reports of county program accomplishments in all program areas	4.87	7	5.10	8	4.72	7	4.11	10	5.08	4

Table 15.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups											
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48		Rank	Rank
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank		
Observe county agents in educational programs two or three times a year	4.58	8	5.39	7	4.29	8	4.56	7	3.88	7		17
Make suggestions for improvement of county Ext. programs in all areas of emphasis	4.53	9	5.09	9	3.85	10	4.39	8	4.90	8		7
Make recommendations for the purpose of rating county Ext. agents	4.41	10	4.90	10	4.15	9	3.89	11.5	4.31	14		14
Appraise the results of county Extension educational programs and activities	4.36	11	4.83	11.5	3.53	14	3.89	11.5	5.22	3		3
Assure that all reports from staff in county are submitted on time	4.22	12	4.51	14	3.82	11	4.28	9	4.43	12		12
The effectiveness of county volunteer leaders	4.16	13	4.68	13	3.54	13	3.53	15	4.70	9		9
Advise county Ext. agents on educational matters related to Extension	4.00	14	4.47	15	3.62	12	3.56	14	4.10	16		16

Table 15.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Program evaluation of other county Extension agents' subject-matter areas	3.99	15	4.83	11.5	3.28	16	3.29	16	4.20	15
Serve as a consultant in working with county agents in their area of program responsibility	3.89	16	4.16	16	3.35	15	3.28	17	4.57	11
Preparation of performance goals for county Ext. agents	3.73	17	4.07	17	2.93	17	3.65	13	4.65	10
Program execution in other county Extension agents' subject-matter areas	3.11	18	3.80	18	2.43	18	2.41	18	3.48	20
Supervise a team of specialized agents	2.51	19	2.26	19	2.15	19	2.00	19	3.63	18.5
Keep a constant check upon the activities of agents in the county	2.18	20	2.20	20	1.35	20	1.78	20	3.63	18.5
Personally supervise the tech- nical work of county Ext. agents	1.56	21	1.70	21	.94	21	1.17	21	2.49	22
Approve selection of county volunteer leaders	1.47	22	1.25	22	.81	22	1.11	22	2.96	21

CES contact persons viewed the reviewing of county program accomplishments in all program areas as much more important (ranked fourth) than the other position groups (ranked as low as fourteenth). In an opposite situation, the observation of county agents in educational programs two or three times a year was important to county Extension directors, with a mean score of 5.39, resulting in a ranking of seventh, while county government CES contact persons' mean score resulted in a ranking of seventeenth.

In summary, those items concerned with the direct supervision of other agents received the lowest mean scores. Items dealing with county Extension personnel problems and other personnel practices generally were viewed as most important.

#### Administrative Relations

The job of administering any organization, or any part of an organization, carries with it the responsibility of gaining the sanction of the people to whom it is responsible. In this capacity the county Extension director must be aware of the opinions of the many publics which county Extension work serves. To administer effectively any institution which relies upon and interacts closely with a geographic community requires that the administrator understand that community, its historical perspective as well as its contemporary social milieu (Wenrich & Wenrich, 1974, p. 245). This involves careful, systematic study of individuals, informal groups, and formal organizations. Further, the requirements for building a constituency are that the community should be informed about what is going on, that

it should be able to have input on critical decisions of the institution, that it should feel that the resources and facilities of the institution are open to the community, and that the administration should actively seek its opinion and preferences about the direction the institution should take (Wenrich & Wenrich, 1974, p. 258).

Twenty-nine items a county Extension director might be concerned with or engage in were used to obtain the respondents' perception of their importance in carrying out the administrative role. They were ranked according to their mean score by total respondents and by position groups, as shown in Table 16.

The total respondent group viewed relationships with leaders in the county as the most important administrative relations role, with a 5.98 mean score. Only the county government CES contact persons expressed this role as their highest value. A 6.24 mean score by the county Extension directors made the acceptance of Extension in the community their highest level of importance. County Extension agents and state Extension administrators, with mean scores of 5.81 and 6.11, respectively, felt making periodic reports of Extension accomplishments to the County Board of Commissioners deserved top attention. Interestingly enough, county government CES contact persons viewed this role item much lower (ranked ninth).

The role item of working toward developing and maintaining good working relations with other public agencies in related fields had similar mean responses in all position groups. County government CES contact persons viewed the preparation of news and other county

Table 16.--Twenty-nine items pertaining to county Extension administrative relations, classified by mean score and rank order.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups											
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48			
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank		
Relationships with leaders in the county	4.98	1	6.21	2	5.79	2	5.78	3	6.02	1		
Acceptance of Extension in the community	5.86	2	6.24	1	5.70	4	5.39	6	5.76	2		
Opportunities to promote Ext. before the public	5.80	3	6.01	3	5.75	3	5.50	5	5.69	3		
Relations with lay people in the county	5.72	4	5.99	4	5.49	6	5.94	2	5.62	5		
Make periodic reports of Ext. accomplishments to County Board of Commissioners	5.71	5	5.81	6	5.81	1	6.11	1	5.25	9		
Meet with representatives of county government	5.70	6	5.84	5	5.67	5	5.67	4	5.57	6		
Work toward developing and maintaining good working relations with other public agencies in related fields	5.35	7	5.17	11	5.35	7	5.24	7	5.66	4		
Extension goodwill	5.28	8	5.49	8	5.11	9	4.72	12	5.48	7		



Table 16.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Establish regular channels of communication with local news- paper, radio and/or TV where available	5.24	9	5.56	7	5.04	10	5.06	9.5	5.17	10
	5.14	10	5.01	13	5.18	8	5.06	9.5	5.27	8
Keep local officials, media and general public informed of local and statewide Ext. goals	4.93	11	5.23	10	4.76	11	5.17	8	4.69	14
	4.83	12	5.31	9	4.67	12	4.35	15.5	4.54	17
Make periodic reports of Ext. accomplishments to county advisory groups	4.80	13	4.91	14	4.54	14	4.94	11	5.00	11
	4.71	14	5.14	12	4.64	13	4.35	15.5	4.31	19.5
Prepare statistical and narrative reports	4.44	15	4.63	16.5	4.40	15	3.50	20	4.57	16

Table 16.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Fostering program and staff cooperation between county Extension offices	4.36	16	4.63	16.5	3.90	17	4.06	18	4.89	12
Inform regional Ext. super- visor about clientele concerns	4.30	17	4.70	15	4.03	16	4.56	13	4.06	23
Make periodic reports of Ext. accomplishments to local interest groups	4.04	18	4.09	19	3.75	19	4.44	14	4.31	21
Preparation of news and other county Ext. information releases	4.03	19	4.55	18	3.37	22	3.28	23	4.73	13
Cooperate willingly with researchers who attempt to advance knowledge in their field	3.90	20	3.85	21	3.60	20	3.33	22	4.67	15
Read Ext. professional journals	3.89	21	3.80	22	3.80	18	3.83	19	4.21	22
Speak to major civic groups at least once per year	3.78	22	3.89	20	3.30	23	4.17	17	4.31	19.5
Devise evaluation procedures to properly reflect the results of county CES work	3.49	23	3.63	24	3.14	24	3.39	21	4.35	18

Table 16.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Represent the county at meetings outside the county	3.52	24	3.74	23	3.39	21	3.00	24.5	3.63	24
Serve as a member of one or more statewide committees concerned with Extension policy and programming	2.97	25	3.01	26	2.77	25	3.00	24.5	3.20	26
Consult with county advisory group or groups about filling a vacant agent position	2.86	26	2.79	27	2.65	26	2.56	26	3.41	25
On the average, spend at least one hour per day completing routine paperwork	2.80	27	3.18	25	2.36	27	2.44	27	3.08	28
Write articles for professional journals which will be of benefit to others in the profession	2.24	28	2.09	29	1.98	28	1.65	29	3.12	27
Have a public-speaking engagement at least once every month	2.06	29	2.18	28	1.82	29	1.94	28	2.31	29

Extension information releases more important than did the other respondent groups.

In summary, those role items that related to some specific public of Extension work were considered most important and had the higher mean scores. Administrative relations items dealing with paperwork and attending meetings outside the county had the lower mean scores.

#### Business Management and Finance

Finance is an indispensable field of economic activity and is of cardinal importance in many managerial activities (Terry, 1964, p. 722). The financial administration of a county Extension unit in Michigan consists of a series of steps whereby funds are made available by county government to operate a county Extension office and pay the local expenses of Extension staff assigned to that county by the state Extension service. A core staff of agents is assigned to each county and their salaries paid by the state Extension service. Additional agents are assigned to a county on the basis of need and the county's willingness to provide a grant to Michigan State University to help support the additional service.

Twenty-three items were used to survey the responsibilities and activities of the county Extension director in this area. Most of the items listed in Table 17 were considered important tasks for the county Extension director to perform if he/she is to properly carry out the role expectations.

Table 17.--Twenty-three items pertaining to county Extension business management and finance, classified by mean score and rank order.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Preparation of an annual county Extension budget	6.45	1	6.63	1	6.43	1	6.56	1	6.19	1
Expenditure of funds allocated by the county government to Ext.	6.27	2	6.55	2	6.23	4	5.94	4	6.06	2
A budget request to county officials that is based on an assessment of support needed for Extension programs	6.27	3	6.41	3	6.35	2	6.44	2	5.85	5
Long-range financial support of Ext. work in the county	6.05	4	6.29	4	6.34	3	5.94	5	5.27	9
Take active leadership in securing adequate county funds for all phases of county Extension work	6.01	5	6.27	5	5.99	5	6.11	3	5.65	6
Be prepared to justify all county Ext. expenditures to County Bd. of Commissioners	5.94	6	6.23	6	5.80	8	5.67	8.5	5.87	4
Establish effective county Ext. expense controls to insure proper management of finances throughout fiscal year	5.77	7	5.90	11.5	5.76	9	5.67	8.5	5.63	7

Table 17.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Allocate budget monies equitably so that all staff have reasonable support to carry out programs	5.72	8	5.82	13	5.96	6	5.17	17.5	5.38	8
Adequate county office facilities	5.71	9	6.16	7	5.92	7	5.44	13	4.79	19
Keeping the costs of county Ext. service reasonable	5.70	10	5.96	10	5.43	13	5.28	15.5	5.94	3
Follow prescribed procedures for CES business matters	5.67	11	5.97	9	5.69	10	5.56	11	5.22	10
Maintenance of a businesslike office--its arrangement, equipment, files, attitude toward public, etc.	5.58	12	5.90	11.5	5.53	11	5.67	8.5	5.13	13
Keep detailed and accurate financial and activity records	5.54	13	6.06	8	5.36	14	5.72	6	5.00	15
Make periodic reports of use of funds under his/her direction to County Bd. of Commissioners	5.32	14	5.13	20	5.49	12	5.67	8.5	5.17	11
Plan the best use of available physical facilities for Ext. in county	5.26	15	5.64	14.5	5.09	16	5.33	14	4.94	17
Include county Ext. agents in putting together annual CES budget requests	5.18	16	5.16	19	5.26	15	5.50	12	4.98	16

Table 17.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Follow prescribed procedures for county business matters	5.11	17	5.64	14.5	4.67	20	5.28	15.5	5.02	14
Involvement of the county staff in budget development	4.97	18	5.35	17	5.00	18	4.99	22	4.36	22
Have financial records audited annually by an auditor independent of Ext. operations	4.91	19	5.61	16	5.05	17	5.06	19.5	3.52	23
Seek financial support in addition to county-appropriated funds to develop/expand county Extension programs	4.87	20	5.14	18	4.82	19	5.00	21	4.49	21
Make periodic reports of use of funds under the county CES directions to state Extension administration	4.61	21	4.54	21	4.24	21	5.06	19.5	5.16	12
Make periodic reports of use of special funds under his/her direction to appropriate local groups	4.40	22	4.37	22	4.20	22	5.17	17.5	4.49	20
Analyze the cost of rendering different county Ext. service educational services	4.16	23	4.10	23	3.71	23	4.28	23	4.92	18

The preparation of an annual county Extension budget received the highest mean score from all respondent groups. Long-range financial support of Extension work in the county was viewed as being less important (mean score of 5.27) by county government CES contact persons than the other position groups. In addition, these contact persons considered the importance of adequate county office facilities differently from the other groups. They viewed the item less important (ranked nineteenth), while other respondent groups expressed a higher value (ranked no higher than thirteenth).

The state Extension administrators viewed the allocation of budget monies equitably so that all staff have reasonable support to carry out programs as less important than the county Extension agents (mean scores of 5.17 and 5.96, respectively). The expectation of the county Extension director to keep detailed and accurate financial and activity records was considered more important to state Extension administrators and county Extension directors than the other two respondent groups.

Both county Extension directors and county government CES contact persons agreed that keeping the cost of county Extension service reasonable was important by reporting similar mean scores of over 5.90. However, this item was viewed highly important (ranked third) among the business management and finance role items by county government CES contact persons.

In overview, the most important items focused on the securing of funds to carry out programs in response to the needs of the county.



Less important were the business management and finance role items which dealt with financial reporting and analyzing. However, even the less important items had mean scores above 4.00.

### Educational Leadership

Leadership has usually been thought of as a specific attribute of personality, a personality trait, that some persons possess and others do not. Leadership is the activity of influencing people to strive willingly for group objectives (Terry, 1964, p. 473). A closer look at leadership reveals several basic ideas (Browne & Cohn, 1958, p. 76). First, leadership is always relative to the situation--relative in two senses: (a) leadership flourishes only in a problem situation, and (b) the nature of the leadership role is determined by the goal of the group. The second principle of leadership is that it is always toward some objective goal. The third principle is that leadership is a process of mutual stimulation--a social interactional phenomenon in which the attitudes, ideals, and aspirations of the followers play as important a determining role as do the individuality and personality of the leader.

Based on the above definition, the county Extension director can be considered an educational leader. However, this job is different from most other educational administrators' in that county Extension directors in Michigan have programming responsibilities in addition to their administrative role. They must demonstrate expertise in a specific subject-matter area, as well as provide leadership to the entire county unit.

The broad aspects of the educational leadership role of the county Extension director were examined by looking at the responses to the 19 questions presented in Table 18. To develop and/or maintain the ability to work with people was viewed as the most important role item by total respondents, with a 6.05 mean score. Three out of the four position groups gave this item their highest score. However, the county Extension directors viewed program execution in own area of subject-matter responsibility as most important. Further, county Extension directors considered program development in own area of subject-matter responsibility and conducting an effective educational program in own area of subject-matter responsibility their second and third most important educational leadership role expectations.

County Extension agents and county government CES contact persons placed a high value (mean scores of 5.84 and 5.71, respectively) on the county Extension director's capacity to be skillful in the decision-making process. Staff solidarity, morale, or esprit de corps was viewed as the third most important item to both county Extension directors and county Extension agents. Also, the county Extension agents placed a higher value than others on the ability of the county Extension director to be skillful in the use of words.

In summary, all educational leadership role items were considered very important by the four position groups. The mean scores of county Extension directors were the highest, while county government CES contact persons had the lowest scores.

Table 18.--Nineteen items pertaining to county Extension educational leadership, classified by mean score and rank order.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Develop and/or maintain abilities to work with people	6.05	1	5.90	5	6.19	1	5.89	1.5	6.00	1
Program execution in own area of subject-matter responsibility	5.80	2	6.20	1	5.61	5	5.83	3	5.52	4
Be skillful in the decision-making process	5.75	3	5.78	8	5.84	2	5.35	6	5.71	2
Program development in own area of subject-matter responsibility	5.69	4	6.07	2	5.56	6	5.89	1.5	5.27	5
Develop and/or maintain technical competency in subject-matter area of responsibility	5.68	5	5.92	6	5.53	7	5.47	4	5.63	3
Staff solidarity, morale or esprit de corps	5.63	6	6.00	3.5	5.75	3	5.17	9	5.04	7
Provide the opportunity for the expression of feelings and opinions by those who differ with him/her	5.45	7	5.47	11	5.62	4	5.28	8	5.21	6

Table 18.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Conduct an effective educational program in own area of subject- matter responsibility	5.40	8	6.00	3.5	5.37	9	5.33	7	4.63	12
Technical information in at least one subject-matter area	5.27	9	5.83	7	5.10	10	5.39	5	4.69	11
Be skillful in the use of words	5.07	10	5.14	17	5.46	8	4.44	14	4.55	16
Being known as someone who is out in front	5.02	11	5.58	10	4.95	12	4.29	16	4.57	14
Stimulate each agent to greater or higher quality activities	5.01	12	5.34	13	5.05	11	4.56	12	4.63	13
Keep up to date on educa- tional techniques	5.00	13	5.38	12	4.86	15	4.72	11	4.77	9

Table 18.--Continued.

Specific Items That County Extension Directors Should Be Concerned With or Engage In	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Attend professional in-service education meetings	4.94	14	5.27	15	4.91	14	5.00	10	4.46	17
Encourage innovation beyond expected performance standards	4.91	15	5.17	16	4.94	13	4.18	17	4.73	10
Taking a chance if he/she believes in the cause	4.70	16	5.09	18	4.85	16	4.31	15	4.00	18.5
Keep up-to-date on educa- tional philosophy	4.69	17	4.70	9	4.64	17	3.94	18	5.00	8
Provide and disseminate scientific information	4.61	18	5.30	14	4.03	19	4.50	13	4.56	15
Criticism from various indi- viduals who do not share the same view	4.26	19	4.65	19	4.24	18	3.44	19	4.00	18.5

### Relative Importance of Administrative Processes

The null hypothesis was established that "there are no significant differences in the importance held for the various administrative processes in the county Extension director's position as perceived by the respondent groups." This was tested by calculating the mean score for each of the eight administrative process areas for the total 219 respondents and for each position group. Table 19 shows the administrative process areas for county Extension directors, classified by mean score and rank order.

By observing the mean score and the rank for each administrative process, it was noted that differences existed. The business management and finance administrative process had the highest mean score of 5.43 and consequently was ranked first. The other administrative processes continued in the following rank order as determined by decreasing mean scores: (2) educational leadership, (3) organization and policy, (4) direction and coordination, (5) planning and programming, (6) administrative relations, (7) personnel management, and (8) supervision.

To determine the significance of these differences, the Friedman analysis of variance test (Kerlinger, 1973), a form of rank-order analysis of variance, was used. In Table 20, the observed significance level is .001 with 7 degrees of freedom. Having established a predetermined significance level of .01, the null hypothesis related to differences between the importance of the eight administrative processes was rejected. The data showed that

Table 19.--Mean response scores and rank order for eight administrative process areas for county Extension directors, by each of four respondent groups.

Administrative Process Areas	Mean Score and Rank Order of Respondent Groups									
	Total N=219		CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Business Management and Finance N <sup>a</sup> = 23	5.43	1	5.66	1	5.37	1	5.44	1	5.15	1
Educational Leadership N <sup>a</sup> = 19	5.19	2	5.50	2	5.15	2	4.87	2	4.87	3
Organization and Policy N <sup>a</sup> = 12	4.78	3	5.03	3	4.62	3	4.08	6	4.96	2
Direction and Coordination N <sup>a</sup> = 21	4.58	4	4.93	4	4.20	4	4.21	5	4.85	4
Planning and Programming N <sup>a</sup> = 23	4.43	5	4.74	5	4.08	6	4.22	4	4.70	5
Administrative Relations N <sup>a</sup> = 29	4.37	6	4.57	6.5	4.14	5	4.30	3	4.46	6
Personnel Management N <sup>a</sup> = 23	4.14	7	4.57	6.5	3.93	7	3.37	8	4.15	8
Supervision N <sup>a</sup> = 22	4.06	8	4.42	8	3.64	8	3.70	7	4.36	7

<sup>a</sup>N = number of items.

administrative relations and personnel management had the greatest number of different rankings (three each), while organization and policy, planning and programming, and supervision each had two groups that varied. The administrative process with the highest level of consensus appeared to be business management and finance.

Table 20.--Friedman analysis of variance of administrative process means by rank.

Administrative Process Areas	Rank Order of Respondent Groups				
	Mean Rank	CED	CEA	SA	OGCP
Business Management and Finance	1.00	1	1	1	1
Educational Leadership	2.25	2	2	2	3
Organization and Policy	3.50	3	3	6	2
Direction and Coordination	4.25	4	4	5	4
Planning and Programming	5.00	5	6	4	5
Administrative Relations	5.13	6.5	5	3	6
Personnel Management	7.38	6.5	7	8	8
Supervision	7.50	8	8	7	7

degrees of freedom = 7

significance = .001

#### Consensus Within Each Position Group

Differences in consensus within each position group were examined by testing the null hypothesis that "there are no significant differences in the consensus within each position group on the perceived expectations held for responsibilities and activities of the county Extension director's position.



This hypothesis was first tested by calculating the standard deviations on each role item for each position group and the total respondents. Standard deviation is used as a measure of variability and indicates consensus or the lack of consensus within a position group. Appendix B illustrates the 172 role definitional responsibilities and activities carrying the various levels of agreement within each position group. The county Extension directors had 36 role items with a standard deviation over 2.000. The administrative relations role item (no. 158), "on the average, spend at least one hour per day completing routine paperwork," had the highest standard deviation of 2.526 for county Extension directors. The largest variance with the county Extension agents was an organization and policy role item, that of "defining areas of responsibility for county Extension personnel" (no. 95). County Extension agents had 40 items with over a 2.000 standard deviation.

State Extension administrators had the widest response to the county Extension director's role item (no. 27), "proposed legislation that might affect the Cooperative Extension Service." This item had a 2.588 standard deviation. In addition, 39 other role items' standard deviations were over 2.000.

County government CES contact persons had 78 items, 45 percent of the total items, with a standard deviation over 2.000. The personnel management role item, "participate in the interview of candidates for board-appointed positions in the county," had a 2.504 standard deviation.

The data presented in Appendix B seem to indicate that there are no differences in the consensus within each position group on the perceived expectations held for the responsibilities and activities of the county Extension director's position.

However, it was concluded to further test this hypothesis. The Bartlett homogeneity of variance test was calculated for the position groups on each administrative process. This test is used to determine if the samples or groups being reviewed come from populations with equal variance (Kerlinger, 1964, p. 287). Table 21 presents the results of the Bartlett test for each administrative process. A predetermined level of significance of .01 was established for each administrative process. Therefore, the null hypothesis that there is no significant difference in the consensus within each position group on the perceived administrative expectations was not rejected.

Table 21.--Bartlett homogeneity of variance tests by administrative process for county Extension directors, county Extension agents, state Extension administrators, and county government CES contact persons.

Administrative Process	Significance Level p = *
Planning and Programming	.504
Organization and Policy	.327
Direction and Coordination	.188
Personnel Management	.037
Supervision	.172
Business Management and Finance	.819
Administrative Relations	.258
Educational Leadership	.124

\*p < .01.

### Differences Between Each Position Group

The null hypothesis was prepared that "there are no significant differences between the county Extension directors group and each of the other respondent groups on the perceived importance of expectations held for responsibilities and activities of the county Extension director's position." Observation of previously established Table 19 indicated differences in mean scores of the four position groups for the eight administrative processes.

To determine the significance of these differences, the analysis of variance statistical technique was used. This technique partitions the variation in the observed data into parts, each part assignable to a different cause or causes. It is one of the most powerful and most widely used procedures to test for differences between means (Wiersma, 1975, p. 237).

The results of this analysis of the eight administrative processes indicated differences existed between the position groups. The results of these analyses are displayed in Tables 22 through 27. A predetermined level of significance for each administrative process was established at the .01 level.

The data in Table 22 revealed that the planning and programming administrative process was at the .0015 level of significance. Thus, there was a significant difference between the county Extension directors and members of the other position groups. The major difference seemed to be with the county Extension agents at 4.08, while county

Extension directors had a 4.74 score. State Extension administrators' mean score of 4.22 also indicated a slight difference.

Table 22.--An analysis of variance for county Extension planning and programming between county Extension directors and other respondent groups in this study.

Source	Sum of Squares	df	Mean Square	F	p*
Between groups	20.4861	3	6.8287	5.3229	.0015

\*p < .01.

The data in Table 23 show the results of the analysis of variance for county Extension organization and policy between county Extension directors and the other respondent groups. With a required difference of .01, the resulting calculated significance level of .0082 indicated a significant difference. There was almost a whole point difference between county Extension directors and state Extension administrators (mean scores of 5.03 and 4.08, respectively).

Table 23.--An analysis of variance for county Extension organization and policy between county Extension directors and other respondent groups in this study.

Source	Sum of Squares	df	Mean Square	F	p*
Between groups	16.7808	3	5.5936	4.0286	.0082

\*p < .01.

The reported value from Table 24 for the significant difference of the County Extension directors' and the other respondent groups' direction and coordination administrative process was .0001. County Extension directors viewed this process at 4.93, while county Extension agents and state Extension administrators responded with lower scores of 4.20 and 4.21, respectively.

Table 24.--An analysis of variance for county Extension direction and coordination between county Extension directors and other respondent groups in this study.

Source	Sum of Squares	df	Mean Square	F	p*
Between groups	26.4713	3	8.8238	7.1080	.0001

\*p < .01.

The data in Table 25 indicate that there were also significant differences between the county Extension directors and the other respondent groups at the .0005 level for the personnel management administrative process. This difference was primarily located between county Extension directors and state Extension administrators, 4.57 and 3.37, respectively.

The information from the data in the analysis of variance table (Table 26) shows a significance level of .0002, indicating a significant difference in the responses to the supervision administrative process. County Extension directors had a mean score of 4.42, while state

Extension administrators' and county Extension agents' scores were only 3.70 and 3.64, respectively.

Table 25.--An analysis of variance for county Extension personnel management between county Extension directors and other respondent groups in this study.

Source	Sum of Squares	df	Mean Square	F	p*
Between groups	26.0300	3	8.6767	6.0920	.0005

\*p < .01.

Table 26.--An analysis of variance for county Extension supervision between county Extension directors and other respondent groups in this study.

Source	Sum of Squares	df	Mean Square	F	p*
Between groups	29.4713	3	9.8238	6.8857	.0002

\*p < .01.

The remaining three administrative processes had significance level scores above the required .01 level. Administrative relations-- .1682 (Table 27), business management and finance-- .1459 (Table 28), and educational leadership-- .0215 (Table 29) indicated there was not a significant difference between the county Extension directors' views and those of the other respondent groups.

**Table 27.--An analysis of variance for county Extension administrative relations between county Extension directors and other respondent groups in this study.**

Source	Sum of Squares	df	Mean Square	F	p*
Between groups	7.227	3	2.4091	1.7005	.1682

\*p < .01.

**Table 28.--An analysis of variance for county Extension business management and finance between county Extension directors and other respondent groups in this study.**

Source	Sum of Squares	df	Mean Square	F	p*
Between groups	7.261	3	2.4224	1.8134	.1459

\*p < .01.

**Table 29.--An analysis of variance for county Extension educational leadership between county Extension directors and other respondent groups in this study.**

Source	Sum of Squares	df	Mean Square	F	p*
Between groups	13.2415	3	4.4138	3.2958	.0215

\*p < .01.

The results of these analyses of variance on each of the eight administrative processes indicated there was sufficient difference in five out of the eight processes. Therefore, the null hypothesis that there are no significant differences between the county Extension directors group and each of the other respondent groups on the perceived importance of the expectations held for the responsibilities and activities of the county Extension director's position was rejected.

County Extension Directors Views Based on Age, Staff  
Size, Extension Experience, Formal Education, and  
Time Spent on Administration

The null hypothesis was established that "there is no measurable association between the county Extension directors' perception of the position's responsibilities and activities and their age, size of staff, amount of Extension experience, extent of formal education, or amount of time spent on administration."

To provide meaningful group size, the county Extension directors were placed in the following age groups: under 35 years, 36-45 years, and 46 years and older. Table 30 shows the county Extension directors' mean scores to the eight administrative processes by the three age groups. An analysis of variance, a test for differences between means, was used on each administrative process to determine significant differences. The data in Table 31 indicate that there were no significant differences at the .01 level. The educational leadership administrative process had the nearest significant score of .0375. Upon examination of this process in Table 30, there seemed to be some



differences between the 36 to 45 years county Extension directors group (5.09) and the 46 years and older group (5.85).

Table 30.--County Extension directors' mean scores for the administrative process areas, classified by age.

Administrative Process Area	Under 35 Yrs. N=15	36-45 Yrs. N=28	46+ Yrs. N=28
Planning and Programming	4.88	4.58	4.84
Organization and Policy	5.38	4.69	5.16
Direction and Coordination	5.20	4.62	5.08
Personnel Management	4.87	4.12	4.82
Supervision	4.74	4.12	4.55
Administrative Relations	4.85	4.16	4.83
Business Management and Finance	5.75	5.36	5.91
Educational Leadership	5.59	5.09	5.85

Staff sizes were grouped into three categories: 1-3 persons, 4-6 persons, and 7 or more persons. The data in Table 32 indicate the county Extension directors' mean scores to the eight administrative processes. Table 33 displays the analysis of variance results. No significant differences were noted at the .01 level, although the personnel management administrative process was at the .0383 level. Review of Table 32 showed that county Extension directors with 4-to-6-person staffs viewed this process much lower (3.93) than the other two age groups (4.83 and 4.80).

Experience in extension was the third way used to determine differences in county Extension directors' perceptions of the various county Extension administrative processes. Three groupings were used:

Table 31.--An analysis of variance between county Extension directors' age and the eight administrative process areas.

Administrative Process	Source	Sum of Squares	df	Mean Square	F	p*
Planning and Programming	Between groups	1.0844	2	.5422	.4145	.6624
Organization and Policy	Between groups	5.4949	2	2.7475	1.8059	.1722
Direction and Coordination	Between groups	4.3035	2	2.1517	1.6026	.2090
Personnel Management	Between groups	8.4212	2	4.2106	2.4425	.0940
Supervision	Between groups	4.5242	2	2.2621	1.5891	.2117
Administrative Relations	Between groups	7.7152	2	3.8576	2.7396	.0718
Business Management and Finance	Between groups	4.2330	2	2.1165	1.5371	.2226
Educational Leadership	Between groups	7.9926	2	3.9963	3.4489	.0375

\*p ≤ .01.

Table 32.--County Extension directors' mean scores for the administrative process areas, classified by size of staff.

Administrative Process Area	1-3 Persons	4-6 Persons	7 or More Persons
	N=5	N=23	N=41
Planning and Programming	4.85	4.33	4.91
Organization and Policy	5.29	4.62	5.21
Direction and Coordination	5.24	4.46	5.13
Personnel Management	4.83	3.93	4.80
Supervision	4.35	3.95	4.63
Administrative Relations	4.98	4.14	4.75
Business Management and Finance	5.77	5.16	5.90
Educational Leadership	5.70	5.18	5.63

1-10 years, 11-20 years, and over 20 years. Data in Table 35 indicate no significant difference in any age group to the eight administrative processes at the .01 level. However, coming close was the organization and policy process with a .0208 significance level. Examination of Table 34 revealed the 11-20 year group of county Extension directors gave a lower importance (4.53) to organization and policy than did the 1-10 years group (5.28) or the over 20 years of Extension experience group (5.49).

There was no significant difference in the views of county Extension directors and their formal education. Data in Table 36 and 37 show the results to support this analysis.

Table 33.--An analysis of variance between county Extension directors' staff size and the eight administrative process areas.

Administrative Process	Source	Sum of Squares	df	Mean Square	F	p*
Planning and Programming	Between groups	4.7645	2	2.3823	1.9270	.1539
Organization and Policy	Between groups	5.3214	2	2.6607	1.7010	.1905
Direction and Coordination	Between groups	6.9272	2	3.4636	2.6327	.0795
Personnel Management	Between groups	11.3108	2	5.6554	3.4353	.0383
Supervision	Between groups	6.7908	2	3.3954	2.5301	.0875
Administrative Relations	Between groups	6.2214	2	3.1107	2.2895	.1094
Business Management and Finance	Between groups	8.1810	2	4.0905	3.0437	.0546
Educational Leadership	Between groups	3.1596	2	1.5798	1.2599	.2905

\*p ≤ .01.

Table 34.--County Extension directors' mean scores for the administrative process areas, classified by Extension experience.

Administrative Process Area	1-10 Yrs.	11-20 Yrs.	20+ Yrs.
	N=25	N=28	N=
Planning and Programming	4.73	4.57	4.95
Organization and Policy	5.28	4.53	5.49
Direction and Coordination	5.02	4.68	5.22
Personnel Management	4.53	4.31	4.98
Supervision	4.48	4.25	4.60
Administrative Relations	4.59	4.51	4.75
Business Management and Finance	5.70	5.46	5.89
Educational Leadership	5.52	5.24	5.90

Table 36.--County Extension directors' mean scores for the administrative process areas, classified by formal education.

Administrative Process Area	Bachelor's	Master's	Spec./Ph.D.
	N=23	N=43	N=4
Planning and Programming	4.51	4.81	4.72
Organization and Policy	5.02	5.06	4.27
Direction and Coordination	4.96	4.92	4.48
Personnel Management	4.52	4.62	3.84
Supervision	4.45	4.43	3.81
Administrative Relations	4.66	4.51	4.38
Business Management and Finance	5.84	5.57	5.23
Educational Leadership	5.70	5.44	4.75

The final way to view possible differences in county Extension directors' perceptions of the administrative processes was the time spent on administration. Three groups were established: 20 percent and under, 21-30 percent, and over 30 percent. An analysis of variance

Table 35.--An analysis of variance between county Extension directors' Extension experience and the eight administrative process areas.

Administrative Process	Source	Sum of Squares	df	Mean Square	F	p*
Planning and Programming	Between groups	1.4454	2	.7227	.5611	.5734
Organization and Policy	Between groups	11.8850	2	5.9442	4.1086	.0208
Direction and Coordination	Between groups	3.3530	2	1.6765	1.2178	.3025
Personnel Management	Between groups	4.4801	2	2.2400	1.2506	.2931
Supervision	Between groups	1.3837	2	.6919	.4656	.6298
Administrative Relations	Between groups	.6296	2	.3148	.2089	.8120
Business Management and Finance	Between groups	1.9381	2	.9690	.6774	.5115
Educational Leadership	Between groups	4.4518	2	2.2259	1.8133	.1711

\*p ≤ .01.

Table 37.--An analysis of variance between county Extension directors' formal education and the eight administrative process areas.

Administrative Process	Source	Sum of Squares	df	Mean Square	F	p*
Planning and Programming	Between groups	1.2567	2	.6283	.4877	.6163
Organization and Policy	Between groups	2.2799	2	1.1400	.7367	.4826
Direction and Coordination	Between groups	.8080	2	.4040	.2929	.7471
Personnel Management	Between groups	2.2843	2	1.1421	.6308	.5354
Supervision	Between groups	1.5078	2	.7539	.5190	.5975
Administrative Relations	Between groups	.4597	2	.2299	.1527	.8587
Business Management and Finance	Between groups	1.7093	2	.8546	.6066	.5482
Educational Leadership	Between groups	3.2863	2	1.6431	1.3401	.2688

\*p ≤ .01.

of the mean scores (Table 39) indicated no significant difference existed at the .01 level. However, several administrative processes bear further investigation. Educational leadership had a p-value of .0332. Review of Table 38 indicated almost a full point difference between the 20 percent and under county directors (4.99) and the county Extension directors who spent more time on administration (5.85). Further, the lower administration time group viewed the business management and finance process much lower (5.06) than did the top administrative time group (6.00).

Table 38.--County Extension directors' mean scores for the administrative process areas, classified by time spent on administration.

Administrative Process Area	20% & Under	21-30%	Over 30%
	N=17	N=31	N=23
Planning and Programming	4.55	4.79	4.79
Organization and Policy	4.51	5.17	5.19
Direction and Coordination	4.43	5.11	5.04
Personnel Management	3.94	4.87	4.60
Supervision	4.00	4.53	4.52
Administrative Relations	4.04	4.80	4.64
Business Management and Finance	5.06	5.71	6.00
Educational Leadership	4.99	5.85	5.39

Even though the county Extension directors' mean scores of the administrative processes differed when viewed from varying categories of age, staff size, Extension experience, formal education, and time spent on administration, the null hypothesis was not rejected.



Table 39.--An analysis of variance between county Extension directors' time spent on administration and the eight administrative process areas.

Administrative Process	Source	Sum of Squares	df	Mean Square	F	p*
Planning and Programming	Between groups	.6427	2	.3214	.2444	.7839
Organization and Policy	Between groups	5.4461	2	2.7231	1.7890	.1750
Direction and Coordination	Between groups	5.2984	2	2.6492	1.9952	.1440
Personnel Management	Between groups	9.1200	2	4.5600	2.6615	.0773
Supervision	Between groups	3.7472	2	1.8736	1.3056	.2778
Administrative Relations	Between groups	6.1884	2	3.0942	2.1624	.1230
Business Management and Finance	Between groups	8.5330	2	4.2665	3.2525	.0450
Educational Leadership	Between groups	8.2730	2	4.1365	3.5829	.0332

\*p ≤ .01.

### Comparing the Caul Study and the Present Study

The null hypothesis was prepared that "there is no significant difference between the importance of the eight administrative processes reported in this study and the Caul study completed in Michigan in 1960." This was tested by calculating the mean scores on identical role items of the same position groups for both the study by this researcher and the Caul study. To achieve this format, the responsibility and activity items that appeared in this study but were not in the Caul study were eliminated. Second, to use identical position groups from both studies it was necessary to eliminate the state specialist respondents from Caul's study and the county government CES contact person respondents from the study by this researcher. Therefore, the position groups from both studies used in the comparison included county Extension directors, county Extension agents, and state Extension administrators.

The data in Table 40 show the mean score and rank order of administrative processes of the revised respondent groups from this study and the Caul study. The administrative process with the highest mean score (5.55) from the revised respondent group in the study by this researcher was business management and finance. The Caul study's top process was educational leadership (6.07). The lowest mean score in the study by this researcher for total respondent groups was supervision (3.88), while Caul's lowest was for administrative relations (4.50).

Table 40.--A comparison of responses to the administrative processes between the Harrison study and the Caul study, classified by mean score and rank order.

Mean Score and Rank Order of Respondent Groups																
Adminis- trative Processes	Harrison Total N=171		Caul Total N=214		Harrison CED N=71		Caul CED N=71		Harrison CEA N=81		Caul CEA N=130		Harrison SA N=19		Caul SA N=13	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Business Mgt. and Finance	5.55	1	5.85	2	5.68	2	6.23	2	5.44	1	5.62	2	5.50	1	6.11	2
	5.47	2	6.07	1	5.74	1	6.32	1	5.25	2	5.89	1	5.30	2	6.48	1
Educational Leadership	4.71	3	5.57	3	5.02	3	5.95	3	4.59	3	5.31	3	3.96	6	6.08	3
	4.52	4	5.31	4	4.89	4	5.66	4	4.25	4	5.07	4	4.18	4.5	5.71	4
Direction & Coordination	4.43	5	5.16	5	4.75	5	5.47	6	4.15	6	4.95	5	4.33	3	5.62	5
	4.33	6	4.50	8	4.49	8	4.85	8	4.20	5	4.28	8	4.18	4.5	4.81	8
Administ. Relations	4.15	7	5.09	6	4.51	6	5.61	5	3.99	7	4.77	6	3.36	8	5.46	6
	3.88	8	4.60	7	4.31	7	5.01	7	3.54	8	4.33	7	3.62	7	5.01	7

To determine the significance of these differences, the Friedman analysis of variance test was applied to the administrative process rankings of total revised respondents from both studies as well as the three position groups: county Extension directors, county Extension agents, and state Extension administrators. The data in Table 41 indicate a significance level of .064 with 7 degrees of freedom. With a required significance level of .01, the null hypothesis of differences between the administrative processes of the respondent groups cannot be rejected.

Table 41.--Friedman two-way analysis of variance for county Extension director, county Extension agent, and state Extension administrator respondents' administrative processes<sup>a</sup> between this study and the Caul study, by rank.

Administrative Process Area	Rank Order		
	Mean Rank	This Study (CED,CEA,SA)	Caul Study (CED,CEA,SA)
Business Management	1.5	1	2
Educational Leadership	1.5	2	1
Organization and Policy	3.0	3	3
Direction and Coordination	4.0	4	4
Planning and Programming	5.0	5	5
Personnel Management	6.5	7	6
Administrative Relations	7.0	6	8
Supervision	7.5	8	7

Degrees of freedom = 7

Significance = .064

<sup>a</sup>Identical responsibility and activity items.

The data in Table 42 indicate the rankings of the county Extension directors from both studies appear similar, with only the personnel management administrative process being exchanged with planning and programming. Table 43 of the county Extension agents indicated a significant level of .074, while the state Extension administrators of both studies in Table 44 show a .126 significance level.

Table 42.--Friedman two-way analysis of variance for county Extension director respondents' administrative processes<sup>a</sup> between this study and the Caul study, by rank.

Administrative Process Area	Rank Order		
	Mean Rank	This Study (CED)	Caul Study (CED)
Educational Leadership	1.0	1	1
Business Management and Finance	2.0	2	2
Organization and Policy	3.0	3	3
Direction and Coordination	4.0	4	4
Planning and Programming	5.5	5	6
Personnel Management	5.5	6	5
Supervision	7.0	7	7
Administrative Relations	8.0	8	8

Degrees of freedom = 7      Significance = .054

<sup>a</sup>Identical responsibility and activity items.

Table 43.--Friedman two-way analysis of variance for county Extension agent respondents' administrative processes<sup>a</sup> between this study and the Caul study.

Administrative Process Area	Rank Order		
	Mean Rank	This Study (CEA)	Caul Study (CEA)
Business Management and Finance	1.5	1	2
Educational Leadership	1.5	2	1
Organization and Policy	3.0	3	3
Direction and Coordination	4.0	4	4
Planning and Programming	5.5	6	5
Personnel Management	6.5	7	6
Administrative Relations	6.5	5	8
Supervision	7.5	8	7

Degrees of freedom = 7      Significance = .074

<sup>a</sup>Identical responsibility and activity items.

Table 44.--Friedman two-way analysis of variance for state Extension administrator respondents' administrative processes<sup>a</sup> between this study and the Caul study.

Administrative Process Area	Rank Order		
	Mean Rank	This Study (SA)	Caul Study (SA)
Business Management and Finance	1.50	1	2
Educational Leadership	1.50	2	1
Planning and Programming	4.00	3	5
Direction and Coordination	4.25	4.5	4
Organization and Policy	4.50	6	3
Administrative Relations	6.25	4.5	8
Supervision	7.00	7	7
Personnel Management	7.00	8	6

Degrees of freedom = 7      Significance = .126

<sup>a</sup>Identical responsibility and activity items.

### Summary

This chapter presented and analyzed the results of the data gathered by administering the perception expectation questionnaire to the four role-defining position groups. The data were presented and analyzed in terms of the major research objectives listed in Chapter I. Mean responses to role-definitional items classified by administrative process were analyzed as a measure of expectations held by the four position groups. A variety of types of analysis of variance tests were used as a measure of variability in the expectations held for the administrative role of the county Extension director. Chapter V presents the summary, conclusions, and recommendations of the study.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to review the objectives of the study and the method of investigation, to summarize the major findings, to present conclusions, and to make recommendations.

#### Summary of the Study

##### Need for the Study

The Michigan Cooperative Extension Service established the position of the county Extension director in 1958. This action officially created an administrative unit at the county level. Because of the geographic dispersion of Extension personnel throughout the state, the need for effective decentralized administrative decision making by those most in touch with county-level problems has been and remains critical. Competition for budget dollars, accountability for program results, and personnel management demand sound administrative leadership by the county Extension director.

In recent years a concern has surfaced centering on the administrative role of the county Extension director. In the late 1970s a number of workshops and committee meeting agendas centered on clarifying the administrative role of the county Extension director. It was concluded that there was a lack of clarity of perception of the



county Extension director's role between and among both field staff and the state administrative staff.

During the 1981-82 review period, county Extension directors were evaluated in part according to a set of newly established administrative performance standards. These new standards were the results of integrating the previously established generally accepted functions with selected items from two nationwide projects. These projects focused on the county Extension agent's work and did not analyze the administrative role of the county Extension director. In addition to the previous concerns, there has been a substantial attrition of county Extension directors in recent years due to retirements and transfers. The persons who were assigned to these positions generally had educational experience in technical content rather than in administrative fields that might help to identify and perform the functions of administering a county Extension unit. The foregoing concerns determined the need for a comprehensive study to determine the perceptions about the administrative role of the county Extension director in Michigan.

#### Purposes of the Study

The general purposes of this study were: (1) to define the role of the county Extension director in Michigan as viewed by county Extension directors, other Extension workers, and county government Cooperative Extension Service contact persons; (2) to obtain information to help Extension personnel gain a better understanding of the relationships between the selected study groups; and (3) to

provide Michigan Extension administrators with additional information on which to base performance evaluations.

### Objectives of the Study

The specific objectives of this study were:

1. To determine the administrative duties of the county Extension director as perceived by the county Extension director, other county Extension agents, state Extension administrators, and county government CES contact persons.
2. To determine differences in role perceptions of the county Extension director's administrative duties as perceived by each respondent group.
3. To determine if there is a measurable association between age, formal education, size of county staff, tenure, and amount of time assigned for administration of the county Extension director, and his/her perception of the county Extension director's role.
4. To compare the findings relating to the importance of the eight administrative processes of this study with selected information obtained from the Caul study completed in Michigan in 1960.

### Procedure

The data were obtained from a mailed questionnaire returned by 171 Michigan Extension workers and 48 county government CES contact persons actively on the job in April 1983. County Extension directors were requested to select the county government CES contact persons. The usable rate yielded an overall average of 83 percent with 92

percent for the Extension personnel and 62 percent for the county government CES contact persons.

The questionnaire provided opportunity for the respondents to record their judgment concerning the extent to which 172 possible role-definition items were a part of the job of a county Extension director. The questionnaire was similar to the one used by Caul (1960) but with additional items to reflect contemporary issues and social responsibilities that the Cooperative Extension Service has in the 1980s. The role-definition items were grouped into two broad areas. One group of 62 items was described as specific responsibilities with which a person in the position of county Extension director must be concerned. The second group of 110 items was identified as activities in which an individual in the position of county Extension director would engage.

The survey instrument was printed on mark-sensitive answer sheets. Each respondent was asked to record, on an eight-point scale, his/her evaluation of the extent he/she perceived the role-definition item to be a part of the county Extension director's role. The scale, 0 through 7, ranged from "no part of the job" to a "most significant part of the job." Thus, both the direction and the intensity for the role expectation were measured.

The respondents were divided into four position groups for purposes of the basic analysis of the data. The groups were: county Extension directors (CED), who are the designated administrative heads of the county units of the Michigan Extension Service; the county Extension agents (CEA), which includes agents (Agriculture and

Marketing, 4-H/Youth, Family Living and Natural Resources/Public Policy) assigned to a county or group of counties; state Extension administrators (SA) at the regional and state level; and county government CES contact persons (CGCP), who interact with the county Extension director to facilitate the county Extension service.

### Summary of Findings

The findings of this study were as follows:

#### Characteristics of Respondents in the Four Position Groups

1. Nearly three-quarters of the county Extension directors were between 36 and 55 years old.
2. Sixty-five percent of the county Extension agents were in a younger age grouping of 26 to 45 years old.
3. County government CES contact persons were the only position group to have over-65-year-old respondents.
4. Over 90 percent of the county Extension directors and county government CES contact persons were males.
5. Over 95 percent of the county Extension directors, county Extension agents, and county government CES contact persons were white.
6. Fifty-six percent of the Extension personnel had master's degrees.
7. Over 40 percent of the county government CES contact persons did not have a college degree.

8. The length of service in Extension was the greatest among the county Extension directors.

9. Geographic distribution of the county position group respondents was evenly scattered throughout the six regions of the state.

10. Fifty-three percent of the county Extension directors spent more time on administration than the time assigned for this purpose by state Extension administrators.

Findings Resulting From the Analysis of  
the Different Expectations of the County  
Extension Director's Administrative Role

1. There were significant differences in the importance held for one administrative process than for another in the county Extension director's position.

2. The total group considered the business management and finance administrative process as most important. The other administrative processes continued in the following ranked order as determined by decreasing mean scores: (2) educational leadership, (3) organization and policy, (4) direction and coordination, (5) planning and programming, (6) administrative relations, (7) personnel management, and (8) supervision.

3. The administrative process with the highest level of consensus appeared to be business management and finance.

4. Administrative relations and personnel management had the greatest number of different rankings (three each).



5. There were no significant differences in the consensus within each position group on the perceived expectations of the county Extension director's position.

6. There were significant differences between the county Extension directors group and the other respondent groups on five out of eight administrative processes.

7. County Extension directors had the greatest differences with county Extension agents when dealing with the planning and programming administrative process.

8. State Extension administrators and county Extension directors had the greatest difference in their views of the organization and policy administrative process.

9. When considering the direction and coordination administrative process, county Extension directors had the greatest difference with both county Extension agents and state Extension administrators.

10. The major difference in their view of the personnel management administrative process was located between the county Extension directors and state Extension administrators.

11. County Extension directors had the greatest difference with state Extension administrators and county Extension agents on the importance of the supervision administrative process.

12. When comparing identical role items of the same position groups, there was no significant difference between the importance of the eight administrative processes reported in this study and the Caul study completed in Michigan in 1960.

Findings Resulting From the Analysis  
of Five Dependent Variables of the  
County Extension Directors

1. There were no significant differences between the county Extension directors' three age groups and the eight administrative processes.

2. The staff size groups (1-3 persons, 4-6 persons, and 7 or more persons) viewed the eight administrative processes similarly.

3. County Extension directors' different levels of experience in Extension revealed no significant differences in the importance of the eight administrative processes.

4. There was no difference in the views of county Extension directors within the three formal-education groups.

5. The varying time spent on administration by the county Extension directors revealed no significant difference concerning the importance of the eight administrative processes.

Conclusions

The conclusions that follow are based on the findings of this study and the review of literature and research.

Characteristics of Respondents

1. Most of the county Extension directors, over 90 percent, were white males. These data indicated the lack of an administrative staff at the county level that was reflective of the population being served.



2. A considerable portion, over 40 percent, of the county government CES contact persons did not have a college degree. However, over one-third of them did have a bachelor's degree. These differences in the amount of formal training indicated the necessity of the county Extension director possessing the ability to communicate to individuals of varying levels of education.

3. A majority (over 52 percent) of the county Extension directors spent more time on administration than actual time assigned by state Extension administration. There was a discrepancy between county Extension directors and state Extension administrators on the time necessary to perform administrative responsibilities.

Expectations of the County  
Extension Director's  
Administrative Role

1. All administrative processes studied were important, but emphasis was placed on the county Extension director's functions in the following order: (1) business management and finance, (2) educational leadership, (3) organization and policy, (4) direction and coordination, (5) planning and programming, (6) administrative relations, (7) personnel management, and (8) supervision. Economic concerns and conditions at the time of the study may have contributed to the level of importance of the business management and finance administrative process.

2. County Extension directors viewed their administrative role differently than did county Extension agents and state Extension administrators. These differences were observed in three

administrative processes with county Extension agents and in four administrative areas with state Extension administrators.

3. The relative importance of the administrative processes that described the administrative role of the county Extension director has not changed in the past 20 years. The ranking reported in this study was not different from the Caul study (1960).

County Extension Directors'  
Views Based on Differing  
Demographic Background

1. Age, staff size, Extension experience, formal education, or time spent on administration did not change the county Extension directors' view of their administrative role.

Recommendations

The findings and conclusions already reported provided the basis for several recommendations.

1. The Michigan Extension Service should continue to plan and conduct an active affirmative action program to provide the opportunity for women and minorities to assume the position of county Extension director. A comprehensive inservice and graduate study program should be established to assist these individuals in succeeding as county Extension directors.

2. Consideration should be given to revising the current process for evaluating county Extension directors to reflect the importance of the administrative functions described in this study.

3. Special consideration should be given to the communication efforts with county government CES contact persons. County Extension directors should identify and use the most effective communication skills when working with county government persons.

4. An inservice program should be conducted for all Extension workers to develop a better understanding of the county Extension director's administrative role. This effort would create a favorable climate to resolve differences in perceptions of the importance of the county Extension director's administrative processes.

5. Consideration should be given to an inservice program for those county Extension directors who desire to improve their administrative skills. This training should include the following administrative processes: business management and finance, education leadership, organization and policy, direction and coordination, planning and programming, administrative relations, personnel management, and supervision.

Recommendations for  
Additional Research

1. Research should be conducted specifically with county government CES contact persons to:

- a. evaluate differences between large metropolitan counties' and smaller counties' views of the county Extension director's role.

- b. determine their preferred method of communication with the Cooperative Extension Service and current communication effectiveness of the county Extension director.
- c. ascertain the usefulness of various data-collection techniques to obtain reliable information relating to the Cooperative Extension Service.

2. Additional study is necessary with other governmental groups (i.e., townships, cities, etc.) that interact with the Cooperative Extension Service to obtain their views of the administrative role of the county Extension director.

3. The amount of stress and other factors associated with the incumbents holding the county Extension director's position should be studied.

## APPENDICES

## **APPENDIX A**

### **ROLE EXPECTATION QUESTIONNAIRE**

AN ANALYSIS OF COUNTY EXTENSION DIRECTORS'  
ADMINISTRATIVE ROLE IN MICHIGAN

The purposes of this study are:

1. to define the role of the county Extension Director in Michigan as viewed by county Extension directors and other groups such as other Extension workers and county government Cooperative Extension Service contact persons;
2. to obtain information that will help Extension personnel gain a better understanding of the relationships between the selected study groups; and
3. to help provide Michigan Extension administrators with additional information on which to base performance evaluations.

General directions:

You are asked to record your most sincere feelings and beliefs about each of the questions in the questionnaire. There is no one certain way that you are expected to answer any question. However, please record your opinion to each question even if it means marking that the "question doesn't apply" to you.

This survey is being conducted using special computerized answer forms. You are asked to be very careful in filling in your answers to each of the questions. If you follow the suggestions listed below, the computer will be able to process your answers quickly and correctly.

1. Use a dark lead pencil only. DO NOT use ink. Preferably, use a number 2 pencil.
2. DO NOT make any stray marks on the answer sheet. Fill in only the circles that correspond to your answers.
3. If you erase, try to do so cleanly. DO NOT use a white paint available for use in correcting typing errors.
4. Be certain your marks are dark so the computer will be able to recognize them.
5. DO NOT remove the staple from these forms.

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PAGE 1

**SECTION I. YOUR EXPERIENCE, EDUCATION AND BACKGROUND**

1. Fill in the circle that most closely indicates your age:

CODE	CATEGORY DESCRIPTION
0	25 years or under
1	26 - 35 years
2	36 - 45 years
3	46 - 55 years
4	56 - 65 years
5	Over 65 years

2. Fill in the circle that indicates your sex:

CODE	CATEGORY DESCRIPTION
0	Male
1	Female

3. Fill in the circle that describes your race:

CODE	CATEGORY DESCRIPTION
0	American Indian or Alaskan Native
1	Asian or Pacific Islander
2	Black
3	White
4	Hispanic
5	Other: Please specify _____

4. Indicate the highest university degree that you now hold by filling in the appropriate circle:

CODE	CATEGORY DESCRIPTION
0	None
1	Bachelor's
2	Master's
3	Specialist's
4	Doctor's

5. Fill in the circle that indicates the number of years of experience in your present job title:

CODE	CATEGORY DESCRIPTION
0	None
1	Less than 12 months
2	1 - 5 years
3	6 - 10 years
4	11 - 15 years
5	16 - 20 years
6	Over 20 years



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PAGE 2

## SECTION I. YOUR EXPERIENCE, EDUCATION AND BACKGROUND (CONTINUED)

6. Fill in the circle that most closely describes your type of position:

CODE	CATEGORY DESCRIPTION
0	County Extension Director
1	Extension Agricultural or Horticultural Agent
2	Extension Home Economist
3	Extension 4-H Youth Agent
4	Extension Natural Resource/Public Policy Agent
5	District Extension Agent
6	State Administrative Staff
7	County Government CES Contact Person*
8	Other (Please specify) _____

\*Go to Section II

7. Fill in the circle that as closely as possible indicates the number of years that you have been employed by the Cooperative Extension Service in a board-appointed professional position (include years in other states):

CODE	CATEGORY DESCRIPTION
0	None
1	Less than 12 months
2	1 - 5 years
3	6 - 10 years
4	11 - 15 years
5	16 - 20 years
6	Over 20 years

8. Indicate the number of years of experience as a county extension worker by filling in the appropriate circle (include years in other states):

CODE	CATEGORY DESCRIPTION
0	None
1	Less than 12 months
2	1 - 5 years
3	6 - 10 years
4	11 - 15 years
5	16 - 20 years
6	Over 20 years

9. Fill in the circle that most closely indicates your number of years as a regional supervisor, state program leader or other state extension administrative worker:

CODE	CATEGORY DESCRIPTION
0	None
1	Less than 12 months
2	1 - 5 years
3	6 - 10 years
4	11 - 15 years
5	16 - 20 years
6	Over 20 years

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PAGE 3

## SECTION 1. YOUR EXPERIENCE, EDUCATION AND BACKGROUND (CONTINUED)

10. If you are a county, multi-county or district Cooperative Extension Service staff person, please indicate your region:

CODE	CATEGORY DESCRIPTION
0	East Central
1	North
2	Southeast
3	Southwest
4	Upper Peninsula
5	West Central

11. If you are a county Cooperative Extension Service staff person, fill in the circle that as closely as possible indicates the size of the board-appointed professional Cooperative Extension Service staff (full-time equivalent) in your county:

CODE	CATEGORY DESCRIPTION
0	Under four professional persons
1	4 to 6 professional persons
2	7 to 9 professional persons
3	10 to 12 professional persons
4	13 and over professional persons

12. If you are a County Extension Director, fill in the circle that most closely indicates the maximum size of your total staff including professional, program assistants, program aides, clerical, etc.:

CODE	CATEGORY DESCRIPTION
0	Under four persons
1	4 to 6 persons
2	7 to 9 persons
3	10 to 12 persons
4	13 to 15 persons
5	16 to 18 persons
6	19 to 21 persons
7	22 to 25 persons
8	Over 25 persons

13. If you are a County Extension Director, fill in the circle that as closely as possible indicates the percent of your time that is spent on administration in your position:

CODE	CATEGORY DESCRIPTION
0	20 percent or less
1	21 to 30 percent
2	31 to 40 percent
3	41 to 50 percent
4	51 to 60 percent
5	61 to 70 percent
6	71 to 80 percent
7	Over 80 percent

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SECTION II: POSITION RESPONSIBILITIES OF THE COUNTY EXTENSION DIRECTOR

Consider each of the following statements which may describe something with which an individual in the position of County Extension Director (CED) must be concerned.

If you feel the County Extension Director's position requires that he/she be attentive to, be responsible for, or oversee the matter described in the statement, you are to consider it a part of the position, regardless of how much time the Cooperative Extension Director would devote to it personally.

However, if the statement describes something which is strictly the concern of a supervisor, or of another County Extension worker, you should not consider it a part of the position.

Fill in the circle that most closely indicates the relative weight you attach to the importance of doing the task by a person properly carrying out the duties of the position of County Extension Director:

CODE	CATEGORY DESCRIPTION
0	Definitely not a part of the position
1	May be a minor part of the position
2	
3	
4	A substantial part of the position
5	
6	
7	A most significant part of the position

An individual in the position of County Extension Director must be concerned with:

14. Long-range objectives of the County Extension Service.
15. Effective methods of reaching county Extension goals.
16. Coordinating with staff the development of overall plan for working with local advisory groups.
17. Community social-economic conditions affecting the people who use Extension's service.
18. Forecasting future trends or needs of the County Extension Service.
19. Long-range potentialities of the County Extension Service.
20. Methods used to get increased participation in County Extension educational services.

**SECTION II: POSITION RESPONSIBILITIES OF THE COUNTY EXTENSION**  
**DIRECTOR (CONTINUED)**

21. Population and employment trends of the people in the county. 21

- |     |   |     |                      |
|-----|---|-----|----------------------|
| 21. | Population and employment trends of the people in the county.                               | 21. | ○○○○○○○○○○○○○○○○○○○○ |
| 22. | Improving effectiveness of county Extension teaching methods.                               | 22. | ○○○○○○○○○○○○○○○○○○○○ |
| 23. | Activities of other educational agencies in the county.                                     | 23. | ○○○○○○○○○○○○○○○○○○○○ |
| 24. | Trends in educational thinking.   | 24. | ○○○○○○○○○○○○○○○○○○○○ |
| 25. | Activities of other related public agencies in the county.                                  | 25. | ○○○○○○○○○○○○○○○○○○○○ |
| 26. | Long-range trends in county Extension administrative thinking.                              | 26. | ○○○○○○○○○○○○○○○○○○○○ |
| 27. | Proposed legislation that might affect the Cooperative Extension Service.                   | 27. | ○○○○○○○○○○○○○○○○○○○○ |
| 28. | Effective use of Extension resources in the county.   | 28. | ○○○○○○○○○○○○○○○○○○○○ |
| 29. | Interpretation of Extension organization.   | 29. | ○○○○○○○○○○○○○○○○○○○○ |
| 30. | Adequate staffing of county Extension jobs.   | 30. | ○○○○○○○○○○○○○○○○○○○○ |
| 31. | Fair treatment of all Extension agents in the county.                                       | 31. | ○○○○○○○○○○○○○○○○○○○○ |
| 32. | Strengths of Extension agents in the county.  | 32. | ○○○○○○○○○○○○○○○○○○○○ |
| 33. | What educational activities the County Cooperative Extension Service is to engage in.       | 33. | ○○○○○○○○○○○○○○○○○○○○ |
| 34. | Interpretation of Extension policy.   | 34. | ○○○○○○○○○○○○○○○○○○○○ |
| 35. | Program development in the subject matter area of other county Extension agents.            | 35. | ○○○○○○○○○○○○○○○○○○○○ |
| 36. | Weaknesses of Extension agents in the county.   | 36. | ○○○○○○○○○○○○○○○○○○○○ |
| 37. | Joint staff educational efforts across all program areas.                                   | 37. | ○○○○○○○○○○○○○○○○○○○○ |
| 38. | Maintenance of a competent staff.   | 38. | ○○○○○○○○○○○○○○○○○○○○ |
| 39. | Orientation of new Extension workers in the county.   | 39. | ○○○○○○○○○○○○○○○○○○○○ |
| 40. | Selection of new county Extension agents when needed in the county.                         | 40. | ○○○○○○○○○○○○○○○○○○○○ |
| 41. | Priorities given to the educational activities of the County Cooperative Extension Service. | 41. | ○○○○○○○○○○○○○○○○○○○○ |

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**SECTION II: POSITION RESPONSIBILITIES OF THE COUNTY EXTENSION DIRECTOR (CONTINUED)**

An individual in the position of County Extension Director must be concerned with:

42. Agents attitudes.
43. Agent and secretarial vacation plans.
44. Out-of-county time and travel of agents.
45. Extension agent retirement and insurance plans for other than Cooperative Extension Director.
46. Compliance with County, Michigan State University and Extension personnel policies/practices.
47. Program evaluations in his/her subject-matter responsibility.
48. Quality of the educational efforts of the County Cooperative Extension Service.
49. The effectiveness of county volunteer leaders.
50. Program evaluation of other county Extension agent's subject matter areas.
51. Preparation of performance goals for county Extension agents.
52. Program execution in other county Extension agent's subject matter areas.
53. Extension prestige.
54. Acceptance of Extension in the community.
55. Relations with lay people in the county.
56. Opportunities to promote Extension before the public.
57. Relationships with the leaders in the county.
58. Preparation of news and other county Extension information releases.
59. Fostering program and staff cooperation between county Extension offices.
60. Extension goodwill.

**SECTION II: POSITION RESPONSIBILITIES OF THE COUNTY EXTENSION**  
**DIRECTOR (CONTINUED)**

61. Preparation of an annual county Extension budget. 61. ○○○○○○○○○○○○○○

62. Expenditure of funds allocated by the county government to Extension.	62. ○○○○○○○○○○
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**63. Adequate county office facilities.**

64. Long-range financial support of Extension work in the county. 64. ○○○○○○○○○○○○

65. A budget request to county officials that is based on an assessment of support needed for Extension programs. 65. ○○○○○○○○○○○○

66. Maintenance of a businesslike office - its arrangement,  
equipment, files, attitude toward public, etc.

66. ○○○○○○○○○○

67. Keeping the costs of county Extension Service reasonable.

68. Involvement of the county staff in budget development. 68. ○○○○○○○○○○○○○○○○

69. Program development in own area of subject-matter responsibility. 69. ○○○○○○○○○○○○

70. Program execution in own area of subject-matter responsibility. 70. ○○○○○○○○○○○○

71. Technical information in at least one subject-matter area. 71. ○○○○○○○○○○○○

72. Being known as someone who is out in front. 72. (11)

73. Staff solidarity, morale or esprit de corps. 73. (11)

**74. Taking a chance if he/she believes in the cause.**

75. Criticism from various individuals who do not share the same view.

75. ○○○○○○

PLEASE LIST OTHER POSITION RESPONSIBILITIES WHICH YOU CONSIDER TO BE PART OF THE COUNTY EXTENSION DIRECTOR'S JOB.

76. \_\_\_\_\_ 76. ○○○○○○○○○○○○○○○○○○○

**77.** \_\_\_\_\_ **77.** ○○○○○○○○○○○○

78. \_\_\_\_\_ 78. 0000000000000000

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SECTION III: ACTIVITY EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR

In this section, you are to consider the following activities that a person would be expected to do to fulfill the position responsibilities of the County Extension Director (CED) listed in the previous Section II. Many of the statements may appear similar between Section II and Section III. For each responsibility there may be one or more related activities. Therefore, you are reminded that you now are to consider possible activities that are needed to achieve the responsibilities mentioned in the previous section.

If the statement describes something that the Cooperative Extension Director is expected to take the leadership for the county whether on his/her own or with the assistance of others, consider it a part of the Cooperative Extension Director's position. If someone else is expected to take the lead, do not consider it a part of the Cooperative Extension Director's position.

CODE	CATEGORY DESCRIPTION
0	Definitely not a part of the position
1	May be a minor part of the position
2	
3	
4	A substantial part of the position
5	
6	
7	A most significant part of the position

An individual in the position of County Extension Director would:

79. Determine important educational needs of the people within county.
80. Set objectives and goals for Extension educational programs in county.
81. Develop with appropriate local leaders and other Extension agents a short-term (year) plan-of-work for a unified total county Extension program.
82. Approve the introduction of new types of Extension activities or programs in the county.
83. Make use of specialists in planning the county Extension program.
84. Develop with appropriate local leaders and other county Extension agents a written long-term Extension program for the county.
85. Analyze educational techniques used by the County Extension Service.
86. Make use of specialist in executing the county Extension program.
87. Plan the evaluation of county Extension programs.

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**PAGE 9**

**SECTION III: ACTIVITY EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR**  
**(CONTINUED)**

An individual in the position of County Extension Director would:

- |       |   |      |
|-------|---|------|
| 88.   | <b>Implement cross-program cooperation between and among county staff.</b>  | 88.  |
| <hr/> |   |      |
| 89.   | <b>Support a county Extension agent when the Cooperative Extension Director believes the facts show that the state office complaints are unjustified.</b> | 89.  |
| <hr/> |   |      |
| 90.   | <b>Keep county Extension agents advised on the content of reports, letters, policy statements, etc.</b>   | 90.  |
| <hr/> |   |      |
| 91.   | <b>Delegate general areas of program responsibility to county Extension agents.</b>   | 91.  |
| <hr/> |   |      |
| 92.   | <b>Employ office secretaries.</b>   | 92.  |
| <hr/> |   |      |
| 93.   | <b>Adjust assignment of county Extension agents so as to best utilize their talents and skills.</b>   | 93.  |
| <hr/> |   |      |
| 94.   | <b>Accept full responsibility for decisions made by Extension agents in the county.</b>   | 94.  |
| <hr/> |   |      |
| 95.   | <b>Define areas of responsibility for county Extension personnel.</b>   | 95.  |
| <hr/> |   |      |
| 96.   | <b>Hold regular county staff conferences to coordinate activities of all staff.</b>   | 96.  |
| <hr/> |   |      |
| 97.   | <b>Involve county Extension agents in decisions affecting county program.</b>   | 97.  |
| <hr/> |   |      |
| 98.   | <b>Assign duties of office secretaries.</b>   | 98.  |
| <hr/> |   |      |
| 99.   | <b>Keep county Extension agents informed on what is going on in all phases of the county Extension program.</b>   | 99.  |
| <hr/> |   |      |
| 100.  | <b>Consult with county staff members about filling a vacant county Extension agent position.</b>  | 100. |
| <hr/> |   |      |
| 101.  | <b>Anticipate new and/or changed demands for County Extension Service assistance.</b>   | 101. |



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## SECTION III: ACTIVITY EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR (CONTINUED)

An individual in the position of County Extension Director would:

102. Coordinate other USDA and related agency programs and personnel available that bear upon the County Cooperative Extension program.
103. Provide leadership in the assessment of county needs for total Extension effort in county.
104. Assist county Extension agents with important events.
105. Establish personal and professional standards county Extension agents can follow.
106. Forecast the seasonal and yearly workload of the county staff.
107. Be involved in establishing programs for all program areas of county Extension.
108. Provide complete and meaningful instructions to county staff.
109. Acquaint new county agents with their responsibilities.
110. Encourage professional development of county Extension agents.
111. Make recommendations for merit increases in salary of Extension agents in the county.
112. Assist new agents in becoming acquainted in the community and county.
113. Guide the development of county staff members as Extension employees.
114. Nominate outstanding agents in the county for other positions.
115. Screen candidates for vacant agent positions in the county.
116. Make recommendations for appointments, promotions or dismissal of Extension agents in the county.
117. Train new Extension workers in the county.
118. Approve transfers of agents into the county.
119. Assist new county Extension agents in locating a place to live.

**DO NOT WRITE IN THIS AREA**

PAGE 11

**SECTION III: ACTIVITY EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR  
(CONTINUED)**

An individual in the position of County Extension Director would:

- |  |     |           |
|--|-----|-----------|
| 120. Recruit new personnel to fill vacant or new Extension agent positions in the county.      | 120 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 121. Appraise or assist agent staff in appraising secretaries and other support staff.         | 121 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 122. Be involved in establishing objectives for all program areas of county Extension.         | 122 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 123. Assess educational training needs of individual staff workers in office.                  | 123 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 124. Give special attention to county Extension personnel problems as they arise.              | 124 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 125. Implement Extension Civil Rights, EEO and Affirmative Action policies.                    | 125 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 126. Approve transfer of agents out of the county.   | 126 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 127. Review reports of county program accomplishments in all program areas.                    | 127 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 128. Assure that all reports from staff in county are submitted on time.                       | 128 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 129. Make suggestions for improvement of county Extension programs in all areas of emphasis.   | 129 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 130. Appraise the results of county Extension educational programs and activities.             | 130 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 131. Provide objective input into performance appraisal for each agent assigned to the county. | 131 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 132. Advise county Extension agents on educational matter related to Extension.                | 132 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |
| 133. Observe county agents in educational programs two or three times a year.                  | 133 | ⊙⊙⊙⊙⊙⊙⊙⊙⊙ |

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**SECTION III: ACTIVITY EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR  
(CONTINUED)**

An individual in the position of County Extension Director would:

134. Serve as a consultant in working with county agents in their areas of program responsibility.
135. Make recommendations for the purpose of rating county Extension agents.
136. Supervise a team of specialized agents.
137. Keep a constant check upon the activities of agents in the county.
138. Approve selection of county volunteer leaders.
139. Personally supervise the technical work of county Extension agents.
140. Keep local officials, media and general public informed of local and state-wide Extension goals.
141. Cooperate willingly with researchers who attempt to advance knowledge in their field.
142. Read Extension professional journals.
143. Make periodic reports of Extension accomplishments to County Board of Commissioners.
144. Maintain personal contact with organizations and community/civic groups.
145. Participate in professional Extension agent organizations.
146. Make periodic reports of Extension accomplishments to county advisory groups.
147. Establish regular channels of communications with local newspaper, radio and/or TV where available.
148. Meet with representatives of county government.
149. Prepare statistical and narrative reports.

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## SECTION III: ACTIVITY EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR (CONTINUED)

An individual in the position of County Extension Director would:

150. Consult with county advisory group or groups about filling a vacant agent position. 150.
151. Make periodic reports of Extension accomplishments to local interest groups. 151.
152. Speak to major civic groups at least once per year. 152.
153. Represent the county at meetings outside the county. 153.
154. Write articles for professional journals which will be of benefit to others in the profession. 154.
155. Serve as a member of one or more state-wide committees concerned with Extension policy and programming. 155.
156. Inform regional Extension supervisor about clientele concerns. 156.
157. Have a public speaking engagement at least once every month. 157.
158. On the average, spend at least one hour per day completing routine paperwork. 158.
159. Devise evaluation procedures to properly reflect the results of County Cooperative Extension Service work. 159.
160. Follow prescribed procedures for county business matters. 160.
161. Be prepared to justify all county Extension expenditures to County Board of Commissioners. 161.
162. Take active leadership in securing adequate county funds for all phases of county Extension work. 162.
163. Keep detailed and accurate financial and activity records. 163.
164. Seek financial support in addition to county appropriated funds to develop/expand county Extension programs. 164.
165. Plan the best use of available physical facilities for Extension in county. 165.

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## SECTION III: ACTIVITY EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR (CONTINUED)

An individual in the position of County Extension Director would:

166. Involve county Extension agents in putting together annual Cooperative Extension Service budget requests.
167. Allocate budget monies equitably so that all staff have reasonable support to carry out programs.
168. Make periodic reports of use of funds under his/her direction to County Board of Commissioners.
169. Follow prescribed procedures for Cooperative Extension Service business matters.
170. Establish effective county Extension expense controls to insure proper management of finances throughout the fiscal year.
171. Make periodic reports of use of funds under the County Cooperative Extension Services direction to State Extension administration.
172. Make periodic reports of use of special funds under his/her direction to appropriate local groups.
173. Have financial records audited annually by an auditor independent of Extension operations.
174. Analyze the cost of rendering different County Extension Service educational services.
175. Develop and/or maintain abilities to work with people.
176. Develop and/or maintain technical competency in subject-matter area of responsibility.
177. Conduct an effective educational program in own area of subject-matter responsibility.
178. Attend professional in-service education meetings.
179. Provide and disseminate scientific information.
180. Keep up to date on educational techniques.

**DO NOT WRITE IN THIS AREA**

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**SECTION III: ACTIVITY EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR**  
(CONTINUED)

An individual in the position of County Extension Director would:

181. Participate in the interview of candidates for board-appointed positions in the county.

181.

182. Stimulate each agent to greater or higher quality activities.

182.

183. Be skillful in the use of words.

183.

184. Encourage innovation beyond expected performance standards.

184.

185. Provide the opportunity for the expression of feelings and opinions by those who differ with him/her.

185.

186. Be skillful in the decision-making process.

186.

187. Keep up-to-date on educational philosophy.

187.

188. Work toward developing and maintaining good working relations with other public agencies in related fields.

188.

PLEASE LIST OTHER ACTIVITY EXPECTATIONS WHICH YOU CONSIDER THAT SHOULD BE PERFORMED BY THE COUNTY EXTENSION DIRECTOR.

189. \_\_\_\_\_

189.

190. \_\_\_\_\_

190.

191. \_\_\_\_\_

191.

**SECTION IV: ADDITIONAL COMMENTS**

Now that you have completed the questionnaire and placed a weight on each of the responsibilities or activities that might be expected of a County Extension Director, I would appreciate any additional comments you have about the position. You might use the following questions as a guide.

A. Primary educational responsibilities of the County Extension Director are:

B. Primary administrative functions of the County Extension Director are:

C. Other Comments

**APPENDIX B**

**MEAN RESPONSES AND STANDARD DEVIATIONS OF MEAN RESPONSES  
FOR THE ROLE EXPECTATIONS OF THE COUNTY  
EXTENSION DIRECTOR**



MEAN RESPONSES AND STANDARD DEVIATIONS OF MEAN RESPONSES  
FOR THE ROLE EXPECTATIONS OF THE COUNTY EXTENSION DIRECTOR

Item No. <sup>a</sup>	CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
14	5.676	1.671	4.963	1.913	5.526	1.837	5.458	1.868
15	5.557	1.347	4.926	1.759	5.556	1.542	6.085	1.282
16	5.634	1.667	4.543	1.943	5.263	1.821	5.319	1.562
17	4.514	1.863	4.241	1.777	4.000	2.351	3.783	1.725
18	5.101	1.708	4.481	1.931	4.474	2.170	4.083	1.944
19	5.314	1.877	4.667	1.768	5.000	2.134	4.938	2.098
20	5.271	1.769	4.342	1.818	4.737	1.522	5.085	1.792
21	4.338	1.897	3.827	1.929	3.737	2.130	3.396	2.229
22	5.157	1.566	4.185	1.851	4.316	1.734	4.429	2.051
23	3.571	1.798	3.395	1.618	2.895	1.663	3.122	2.068
24	3.620	1.719	3.309	1.960	3.211	1.813	2.918	2.225
25	3.746	1.803	3.642	1.683	3.579	1.427	3.837	1.929
26	4.789	1.956	4.481	1.905	4.789	2.097	4.959	2.217
27	4.500	2.097	4.889	2.080	4.158	2.588	4.250	2.410
28	6.072	1.375	5.587	1.540	5.895	1.487	6.213	1.232
29	4.690	1.932	4.358	2.088	4.222	2.130	4.458	2.259
30	5.775	1.666	5.654	1.542	5.000	1.782	5.082	1.754
31	6.211	1.206	5.963	1.470	5.368	1.606	5.224	1.918
32	5.592	1.536	5.333	1.696	4.579	1.644	4.833	1.982
33	5.485	1.440	4.222	2.098	5.105	1.853	5.333	1.961
34	4.901	2.064	4.700	1.905	4.368	2.006	4.878	2.068
35	3.754	1.769	2.457	1.803	2.778	1.768	3.633	2.157
36	5.357	1.425	4.432	1.816	4.316	1.857	5.000	2.129
37	5.268	1.567	4.531	1.740	5.368	1.606	4.750	1.919
38	5.786	1.596	5.075	1.820	5.421	1.610	5.771	1.653
39	5.803	1.480	5.443	1.517	5.684	1.734	4.939	1.842
40	5.254	1.754	4.684	2.023	3.579	2.009	5.167	2.234
41	5.457	1.630	4.375	1.789	4.579	1.502	5.313	1.490
42	5.549	1.371	4.688	1.556	4.889	1.844	5.333	1.834
43	4.155	2.082	3.050	1.771	3.000	1.749	3.087	2.199
44	4.686	1.861	3.200	1.782	3.333	1.609	3.711	2.191
45	2.789	2.070	1.825	1.605	1.647	1.766	2.533	2.180
46	5.586	1.749	5.173	1.572	4.941	1.952	5.261	1.541
47	5.557	1.603	5.127	1.505	5.000	1.620	5.022	1.889
48	6.261	1.107	5.475	1.599	5.772	1.602	5.870	1.681
49	4.676	1.722	3.543	1.775	3.529	1.068	4.696	1.824
50	4.831	1.905	3.284	1.912	3.294	1.649	4.200	2.332

Item No. <sup>a</sup>	CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
51	4.070	1.869	2.925	1.954	3.647	1.766	4.652	2.068
52	3.803	1.879	2.425	1.784	2.412	1.583	3.478	2.074
53	5.314	1.774	4.667	1.949	4.353	2.234	4.543	2.316
54	6.243	1.148	5.700	1.496	5.389	1.577	5.756	1.681
55	5.986	1.222	5.487	1.534	5.944	1.514	5.622	1.585
56	6.014	1.357	5.747	1.445	5.500	1.543	5.689	1.676
57	6.214	1.153	5.787	1.420	5.778	1.629	6.023	1.626
58	4.549	1.705	3.370	1.913	3.278	1.638	4.727	2.084
59	4.634	1.892	3.901	1.751	4.056	1.984	4.889	2.014
60	5.485	1.616	5.111	1.651	4.722	2.191	5.477	2.107
61	6.629	.871	6.430	1.009	6.556	1.199	6.191	1.813
62	6.549	1.093	6.225	1.125	5.944	1.552	6.064	1.480
63	6.155	1.370	5.924	1.338	5.444	1.617	4.792	1.890
64	6.286	1.374	6.337	1.030	5.941	1.435	5.271	1.710
65	6.414	1.110	6.354	1.026	6.444	1.247	5.854	1.624
66	5.901	1.605	5.525	1.559	5.667	1.782	5.130	2.146
67	5.958	1.292	5.425	1.589	5.278	1.742	5.936	1.509
68	5.352	1.674	5.000	1.893	4.944	1.662	4.362	1.972
69	6.071	1.300	5.557	1.662	5.889	1.491	5.271	1.830
70	6.200	1.281	5.612	1.680	5.833	1.581	5.521	1.663
71	5.831	1.512	5.101	1.965	5.389	1.577	4.688	2.204
72	5.577	1.555	4.950	1.948	4.294	2.024	4.574	2.194
73	6.000	1.228	5.750	1.401	5.167	1.465	5.043	1.911
74	5.090	1.721	4.852	1.769	4.313	2.152	4.000	2.096
75	4.652	1.661	4.235	1.825	3.438	1.750	4.000	2.063
76	Open-ended							
77	Open-ended							
78	Open-ended							
79	5.143	1.627	3.926	1.929	4.737	1.727	3.894	2.443
80	4.943	1.605	3.840	2.040	5.000	1.700	5.571	1.708
81	5.386	1.600	4.813	1.714	5.526	1.541	5.653	1.466
82	4.348	1.939	3.275	2.210	2.789	1.932	5.531	1.556
83	4.071	1.958	3.160	1.833	3.000	1.944	5.122	1.752
84	5.500	1.558	5.012	1.692	4.895	1.696	5.125	1.875
85	4.391	1.682	3.222	1.994	3.000	1.886	4.469	1.970
86	4.443	1.647	3.198	1.952	3.105	1.595	4.959	1.744
87	4.786	1.473	3.412	2.036	4.000	2.333	5.061	1.761
88	5.200	1.629	4.025	1.930	4.474	1.982	4.612	1.858
89	5.310	1.961	6.188	1.332	3.889	2.220	4.959	2.273
90	5.944	1.393	5.850	1.351	4.526	2.065	4.917	1.866
91	5.099	1.876	4.525	2.239	4.611	2.477	5.714	1.568
92	5.535	1.795	4.750	1.939	3.789	2.123	4.292	2.192
93	4.310	2.074	3.837	2.230	3.000	1.915	5.500	1.663
94	3.577	2.129	2.475	1.942	2.944	1.893	4.653	2.117

Item No. <sup>a</sup>	CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
95	4.493	2.055	3.395	2.375	2.722	2.191	5.571	1.555
96	5.577	1.618	5.136	1.808	5.278	1.873	5.184	1.997
97	5.803	1.294	5.848	1.292	5.211	1.584	5.122	1.495
98	4.972	1.756	3.877	1.893	3.263	1.485	3.816	2.167
99	5.310	1.753	5.025	1.823	4.053	2.121	4.959	1.658
100	4.557	2.012	4.850	1.962	3.000	1.732	3.688	2.194
101	5.169	1.603	4.642	1.544	4.684	2.029	5.063	1.743
102	4.014	2.004	3.287	2.076	3.105	2.052	4.531	1.827
103	5.529	1.520	4.825	1.854	5.053	2.094	5.939	1.329
104	4.690	1.761	3.762	1.924	4.105	1.595	5.082	1.945
105	4.814	2.202	3.747	2.109	4.263	2.156	5.102	2.094
106	3.676	2.006	3.063	1.738	2.789	1.619	4.708	1.786
107	3.338	2.077	1.782	1.617	2.722	1.873	4.532	1.804
108	4.930	1.959	4.262	2.042	4.211	2.016	5.146	1.738
109	5.493	1.835	5.519	1.608	5.000	2.114	5.447	1.839
110	5.239	1.967	5.175	1.636	5.053	1.747	4.673	2.076
111	4.817	2.107	4.350	2.013	1.947	1.747	4.735	2.177
112	5.761	1.563	5.481	1.663	5.474	1.775	4.735	1.934
113	5.394	1.677	4.525	1.786	4.263	1.910	4.408	1.813
114	4.211	2.242	4.313	1.959	2.944	1.798	4.063	2.254
115	3.845	2.517	3.825	2.091	1.684	1.565	4.592	2.111
116	4.803	2.061	4.412	1.960	2.684	2.001	5.122	2.048
117	4.686	1.975	3.987	2.138	4.056	2.071	4.083	1.808
118	4.268	2.366	3.925	2.180	1.842	1.425	4.429	2.273
119	3.380	2.141	2.162	1.695	2.158	1.642	2.653	2.006
120	3.493	2.083	2.568	1.760	2.778	1.396	3.673	2.313
121	4.857	1.852	3.725	1.981	3.889	1.451	3.571	1.969
122	4.014	1.916	2.469	1.911	3.556	2.202	4.755	1.964
123	3.915	1.803	2.543	1.628	3.222	1.700	3.918	2.216
124	5.873	1.453	5.383	1.655	5.111	1.745	4.980	2.046
125	5.634	1.692	5.500	1.793	5.722	1.565	4.327	2.419
126	2.543	2.477	2.198	2.015	.895	1.100	3.224	2.502
127	5.099	1.806	4.716	1.983	4.111	2.026	5.082	1.835
128	4.507	1.934	3.815	2.203	4.278	2.244	4.429	2.309
129	5.085	1.645	3.852	1.924	4.389	1.720	4.898	1.794
130	4.831	1.740	3.531	2.007	3.889	1.605	5.224	1.806
131	5.577	1.509	4.924	1.947	4.944	1.349	4.714	1.926
132	4.465	1.803	3.620	1.807	3.556	1.423	4.102	2.094
133	5.394	1.840	4.287	2.033	4.556	1.617	3.878	2.017
134	4.155	2.156	3.354	2.063	3.278	1.708	4.571	1.958
135	4.901	1.980	4.152	2.007	3.889	2.026	4.306	1.960

Item No. <sup>a</sup>	CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
136	2.257	2.332	2.152	2.064	2.000	1.910	3.633	2.028
137	2.197	1.954	1.346	1.484	1.778	1.629	3.633	2.342
138	1.254	1.619	.810	.935	1.111	1.278	2.959	2.318
139	1.704	1.719	.937	1.078	1.167	1.249	2.490	2.063
140	5.014	1.945	5.179	1.741	5.056	1.552	5.271	1.647
141	3.845	2.019	3.603	1.909	3.333	1.645	4.673	1.994
142	3.803	2.026	3.797	1.970	3.833	1.505	4.208	2.269
143	5.814	1.448	5.810	1.468	6.111	1.367	5.250	2.005
144	4.913	1.687	4.544	1.999	4.944	1.830	5.000	1.904
145	4.634	1.966	4.397	2.103	3.500	2.149	4.571	2.198
146	5.232	1.526	4.756	2.090	5.167	1.581	4.694	2.013
147	5.557	1.500	5.038	1.834	5.056	1.765	5.167	1.826
148	5.843	1.585	5.667	1.663	5.667	1.534	5.574	1.827
149	5.141	1.710	4.641	1.941	4.353	1.618	4.313	2.012
150	2.786	2.126	2.654	2.020	2.556	1.653	3.408	2.362
151	4.085	2.012	3.753	1.834	4.444	1.822	4.306	1.873
152	3.887	2.148	3.296	2.040	4.167	2.203	4.313	2.442
153	3.739	2.153	3.387	2.102	3.000	2.031	3.630	2.284
154	2.085	1.755	1.975	1.789	1.647	1.367	3.122	2.147
155	3.014	2.150	2.772	1.640	3.000	1.803	3.204	2.111
156	4.704	1.938	4.025	2.012	4.556	1.917	4.061	2.249
157	2.183	2.086	1.815	1.872	1.944	1.514	2.306	2.172
158	3.183	2.526	2.362	1.976	2.444	1.822	3.083	2.341
159	3.634	2.212	3.136	2.149	3.389	1.883	4.354	1.907
160	5.643	1.514	4.667	2.115	5.278	1.526	5.020	1.774
161	6.229	1.385	5.800	1.634	5.667	1.970	5.872	1.469
162	6.271	1.307	5.987	1.605	6.111	1.231	5.653	1.562
163	6.057	1.650	5.362	2.045	5.722	1.873	5.000	2.064
164	5.141	1.877	4.810	2.208	5.000	2.029	4.489	2.052
165	5.643	1.668	5.087	1.836	5.333	1.495	4.938	1.755
166	5.155	1.754	5.262	1.927	5.500	1.618	4.980	1.865
167	5.817	1.437	5.963	1.569	5.167	1.855	5.375	1.684
168	5.129	1.999	3.487	1.929	5.667	1.572	5.170	2.025
169	5.972	1.483	5.691	1.656	5.556	1.542	5.224	1.794
170	4.901	1.596	5.762	1.686	5.667	1.609	5.630	1.982
171	4.535	2.298	4.237	2.118	5.056	2.155	5.163	1.886
172	4.371	2.234	4.200	2.015	5.167	2.036	4.490	2.346
173	5.606	1.960	5.050	2.261	5.056	2.071	3.522	2.819
174	4.099	2.237	3.709	2.007	4.278	1.873	4.918	1.766
175	5.957	1.469	6.192	1.163	5.889	1.231	6.000	1.671
176	5.915	1.481	5.532	1.568	5.471	1.231	5.633	1.845

Item No. <sup>a</sup>	CED N=71		CEA N=81		SA N=19		CGCP N=48	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
177	6.000	1.551	5.367	1.841	5.333	1.237	4.633	2.148
178	5.268	1.621	4.911	1.603	5.000	1.782	4.458	2.113
179	5.296	1.862	4.026	2.192	4.500	1.823	4.563	2.133
180	5.380	1.633	4.861	1.845	4.722	1.638	4.771	1.927
181	4.873	2.035	4.259	2.290	3.118	2.233	2.667	2.504
182	5.338	1.756	5.049	1.836	4.556	1.504	4.625	1.953
183	5.141	1.831	5.456	1.483	4.444	1.790	4.553	1.976
184	5.169	1.603	4.938	1.716	4.176	1.811	4.729	2.081
185	5.465	1.538	5.620	1.538	5.278	1.364	5.208	2.073
186	5.775	1.396	5.837	1.237	5.353	1.320	5.708	1.611
187	4.704	1.960	4.637	1.924	3.941	1.784	5.000	2.031
188	4.171	1.588	5.350	1.608	5.235	1.562	5.660	1.493

<sup>a</sup>See Appendix A, survey instrument: An Analysis of County Extension Directors' Administrative Role in Michigan.

**APPENDIX C**

**ADMINISTRATIVE STANDARDS APPRAISAL FORM**

## INSTRUCTIONS: PART 5 Administrative Standards

### WHO COMPLETES THIS FORM

Board-appointed field staff members who supervise one or more paid employees will complete the Administrative Standards sections appropriate to their own performances.

Further, county directors will complete the appropriate Administrative Standards section for each board-appointed field staff member who supervises one or more paid employees in the county.

Part 5 is for summarizing administrative performance during the review period. This part is to be used by county directors and other field staff members with administrative responsibilities.

The procedures for reviewing and recording performance for part 5 are identical to those for parts 2, 3 and 4.

The columns for response are:

- Failed to meet performance standard.
- Partially met performance standard.
- Fully met performance standard.
- Exceeded performance standard.
- Substantially exceeded performance standard.
- Don't know/not applicable.

When you have completed the appropriate administrative standards, check your Agent's Annual Progress Report and your responses to the standards to be certain each is completed properly. If you are an agent, send these documents to your county director. If you are a county director or a district-regional agent, send these documents to your regional supervisor.

NAME \_\_\_\_\_ COUNTY \_\_\_\_\_ REGION \_\_\_\_\_ PERSON COMPLETING FORM \_\_\_\_\_

**A. Administrative Management**

		Failed to Meet	Partially Met	Fully Met	Exceeded	Exceeded Substantially	Don't Know/Not Applicable
109	Discusses employee development opportunities with staff and assists them in selecting appropriate options.						
110	Conforms to MSU and Extension personnel policies/practices.						
111	Conforms to county personnel policies/practices.						
112	Implements Extension Civil Rights, EEO, Affirmative Action and Title IX policies.						
113	Facilitates two-way communication among staff in the county office through various methods.						
114	Holds regular staff meetings.						
115	Keeps regional supervisor informed about CES in county.						

**B. Fiscal Management**

		Failed to Meet	Partially Met	Fully Met	Exceeded	Exceeded Substantially	Don't Know/Not Applicable
116	Budget request to county officials is based on an assessment of support needed for Extension programs.						
117	Staff are involved in putting together annual CES budget request.						
118	Secures adequate finances to conduct Extension effort in county.						
119	Monitors budget to insure proper management of finances throughout the fiscal year.						
120	Allocates budget monies so that all staff have reasonable support to carry out programs.						
121	Maintains financial records as required.						
122	Has financial records audited annually by an auditor independent of Extension operations.						
123	Seeks financial support in addition to county appropriated funds to develop/expand Extension programs.						
124	Follows prescribed procedures for county and CES business matters.						



### C. Office Organization and Operation

	Failed to Meet	Partially Met	Fully Met	Exceeded	Substantially Exceeded	Don't Know/Not Applicable
125 Secures sufficient space and insures adequate layout to house Extension staff and equipment.						
126 Insures businesslike office appearance.						
127 Insures congenial office atmosphere.						
128 Office is adequately staffed.						
129 Office is adequately equipped.						
130 Office is efficiently operated.						

### D. Personnel Management

	Failed to Meet	Partially Met	Fully Met	Exceeded	Substantially Exceeded	Don't Know/Not Applicable
131 Observes agent staff assigned to the county conducting programs at least twice each year.						
132 Provides objective input into performance appraisal for staff.						
133 Assists agent staff in appraising secretaries and other support staff.						
134 Guides the development of staff members as Extension employees.						
135 Takes leadership for local orientation of new staff.						
136 Manages problem relationships among staff.						

### E. Program Management

	Failed to Meet	Partially Met	Fully Met	Exceeded	Substantially Exceeded	Don't Know/Not Applicable
137 Is knowledgeable of general direction and main thrusts of the program areas at state/regional level.						
138 Provides leadership in assessment of county needs for total Extension effort in county.						
139 Implements cross-program cooperation within county Extension programs.						
140 Coordinates and implements short and long term county program goals.						
141 Expresses short and long term county program goals in Plan of Work.						
142 Assures that agent Key Objectives are properly written in terms of an Agent's overall program.						

143	Assures that all reports from staff in county are submitted on time.						
144	Coordinates with staff the development of overall plan for working with advisory groups.						
145	Develops and utilizes an overall county Extension advisory board.						
146	Fosters programs and staff cooperation between county Extension offices.						

F. Public Relations		Failed to Meet	Partially Met	Fully Met	Exceeded	Substantially Exceeded	Don't Know/Not Applicable
147	Keeps . . . local officials state and federal legislators clientele groups & organizations media other appropriate agencies & organizations general public						
	} . . . informed of statewide and local Extension goals.						
148	Keeps . . . local officials state and federal legislators clientele groups & organizations media other appropriate agencies & organizations general public						
	} . . . informed of local Extension programs & accomplishments.						
149	Establishes and develops rapport with . . . local officials state & federal legislators clientele groups & organizations media other appropriate agencies & organizations general public						
150	Coordinates with staff the development of a CES county public relations program.						
151	Informs regional Extension supervisor about concerns clientele have.						

**APPENDIX D**

**SUPERVISORY STANDARDS APPRAISAL FORM**

## INSTRUCTIONS: PART 4

# Supervisory Standards

### WHO COMPLETES THIS FORM

Board-appointed field staff members who supervise one or more paid employees will complete the Supervisory Standards on their own performances.

Further, county directors will complete the Supervisory Standards for each board-appointed field staff member who supervises one or more paid employees in the county.

Part 4 is for summarizing supervisory performance. This part is to be used only by county directors and by agents who have assigned official supervisory responsibilities for one or more paid staff members.

The procedure for reviewing and recording performance for part 4 is identical to that for parts 2 and 3.

The columns for response are:

- Failed to meet performance standard.
- Partially met performance standard.
- Fully met performance standard.
- Exceeded performance standard.
- Substantially exceeded performance standard.
- Don't know/not applicable.

When you have completed all of the supervisory standards:

- If you are a county director or have administrative responsibilities, proceed to the administrative standards (buff).
- If you are not a CED or do not have administrative responsibilities, check your Agent's Annual Progress Report and your responses to the standards to be certain each is completed properly. If you are a county, multi-county or area agent, submit a copy of your progress report and your responses to the standards to your county director for review and discussion. If you are a district-regional agent, submit a copy of your progress report and your responses to the standards to your regional supervisor for review and discussion.

NAME \_\_\_\_\_ COUNTY \_\_\_\_\_ REGION \_\_\_\_\_ PERSON COMPLETING FORM \_\_\_\_\_

**A. Supervisory Performance**

*This section includes standards for summarizing the supervisory performance of agents who have official responsibility for supervising other employees.*

		Failed to Meet	Partially Met	Fully Met	Exceeded	Substantially Exceeded	Don't Know/Not Applicable
91	Is available to talk with staff no matter how small the details.						
92	Explains to staff why resources aren't available instead of simply saying "NO".						
93	Allows time for discussion of plans and accomplishments.						
94	Resolves staff complaints.						
95	Helps coordinate work with secretary.						
96	Has adequate resources for a basic program.						
97	Reports programs and activities to staff when asked.						
98	Provides complete and meaningful instructions to staff.						
99	Gives staff ideas a fair trial.						
100	Discusses problems with office staff who could have insight for solving the problem.						
101	Makes time to give direct supervision to less experienced or less capable staff.						
102	Holds office conferences to coordinate activities of all staff.						
103	Updates staff on programs and events as the need requires.						
104	Delegates work to staff as appropriate.						
105	Helps staff get equipment and resources needed.						
106	Secretarial work load is planned sufficiently in advance.						
107	Assesses needs of individual staff workers in office.						
108	Provides feedback regarding staff performance on a continuing basis.						

**APPENDIX E**

**COVER LETTER ONE**



COOPERATIVE  
EXTENSION  
SERVICE

MICHIGAN STATE UNIVERSITY • U.S. DEPARTMENT OF AGRICULTURE & COUNTIES COOPERATING  
KENT COUNTY EXTENSION OFFICE • 838 FULLER AVENUE, N.E. • GRAND RAPIDS, MICHIGAN 49503 • (616) 774-3285

April 1, 1983

Dear County Extension Director:

As a part of my doctorate program, I'm conducting a current analysis of the County Extension Director's administrative role in Michigan. The need for effective administrative decision making by those most in touch with county-level concerns has been and remains critical. The expectations of others and the expectations of themselves are important to the County Extension Directors' performance of their administrative roles.

You have been selected to examine the items presented and to indicate whether or not these items represent the administrative role of the County Extension Director. Please take a short break from your busy schedule to express your opinion. You will find instructions within each section of the enclosed questionnaire, and it should not require more than 25 minutes to complete.

The successful completion of this study depends on your reply. All responses will be treated on a confidential basis. A pre-addressed, stamped envelope is enclosed for your convenience.

Thank you for your immediate attention and cooperation in returning this information by April 18, 1983.

Sincerely,

William A. Harrison  
County Extension Director

WAH:alb  
Enc.





MICHIGAN STATE UNIVERSITY • U.S. DEPARTMENT OF AGRICULTURE & COUNTIES COOPERATING  
 KENT COUNTY EXTENSION OFFICE • 836 FULLER AVENUE, N.E. • GRAND RAPIDS, MICHIGAN 49503 • (616) 774-3285

April 1, 1983

Dear State Extension Administrator:

As a part of my doctorate program, I'm conducting a current analysis of the County Extension Director's administrative role in Michigan. The need for effective administrative decision making by those most in touch with county-level concerns has been and remains critical. The expectations of others and the expectations of themselves are important to the County Extension Directors' performance of their administrative roles.

You have been selected to examine the items presented and to indicate whether or not these items represent the administrative role of the County Extension Director. Please take a short break from your busy schedule to express your opinion. You will find instructions within each section of the enclosed questionnaire, and it should not require more than 25 minutes to complete.

The successful completion of this study depends on your reply. All responses will be treated on a confidential basis. A pre-addressed, stamped envelope is enclosed for your convenience.

Thank you for your prompt attention and cooperation in returning this information by April 18, 1983.

Sincerely,

William A. Harrison  
 County Extension Director

WAH:alb  
 Enc.







COOPERATIVE  
EXTENSION  
SERVICE

MICHIGAN STATE UNIVERSITY • U.S. DEPARTMENT OF AGRICULTURE & COUNTIES COOPERATING  
KENT COUNTY EXTENSION OFFICE • 836 FULLER AVENUE, N.E. • GRAND RAPIDS, MICHIGAN 49503 • (616) 774-3285

April 1, 1983

Dear Selected County Extension Agent:

As a part of my doctorate program, I'm conducting a current analysis of the County Extension Director's administrative role in Michigan. The need for effective administrative decision making by those most in touch with county-level concerns has been and remains critical. The expectations of others and the expectations of themselves are important to the County Extension Directors' performance of their administrative roles.

You have been randomly selected to examine the items presented and to indicate whether or not these items represent the administrative role of the County Extension Director. Please take a short break from your busy schedule to express your opinion. You will find instructions within each section of the enclosed questionnaire, and it should not require more than 25 minutes to complete.

The successful completion of this study depends on your reply. All responses will be treated on a confidential basis. A pre-addressed, stamped envelope is enclosed for your convenience.

Thank you for your prompt attention and cooperation in returning this information by April 18, 1983.

Sincerely,

William A. Harrison  
County Extension Director

WAH:alb  
Enc.





MICHIGAN STATE UNIVERSITY • U.S. DEPARTMENT OF AGRICULTURE & COUNTIES COOPERATING  
KENT COUNTY EXTENSION OFFICE • 836 FULLER AVENUE, N.E. • GRAND RAPIDS, MICHIGAN 49503 • (616) 774-3265

April 1, 1983

County Government Cooperative Extension Service Contact Person:

As part of my doctorate program, I'm conducting a current analysis of the County Extension Director's administrative role in Michigan. The need for effective administrative decision making by those most in touch with county-level concerns has been and remains critical. The expectations of others and the expectations of themselves are important to the County Extension Directors' performance of their administrative roles.

You have been selected by your County Extension Director as a person possessing a knowledge and understanding of the Cooperative Extension Service. Please examine the items presented and indicate whether or not these items represent the administrative role of the County Extension Director. You will find instructions within each section of the enclosed questionnaire, and it should not require more than 25 minutes to complete. Find enclosed a packet for a cup of coffee. So, take a short break from your busy schedule to express your opinion.

The successful completion of this study depends on your reply. All responses will be treated on a confidential basis. A pre-addressed, stamped envelope is enclosed for your convenience.

Thank you for your prompt attention and cooperation in returning this information by April 25, 1983.

Sincerely,

*William A. Harrison*

William A. Harrison  
County Extension Director

WAH:alb  
Enc.



**APPENDIX F**

**COVER LETTER TWO**



COOPERATIVE  
EXTENSION  
SERVICE

MICHIGAN STATE UNIVERSITY • U.S. DEPARTMENT OF AGRICULTURE & COUNTIES COOPERATING  
KENT COUNTY EXTENSION OFFICE • 836 FULLER AVENUE, N.E. • GRAND RAPIDS, MICHIGAN 49503 • (616) 774-3266

Dear County Extension Director:

In addition to your response, this study seeks the responses of county government Cooperative Extension Service contact persons.

Each county has a preferred manner in which the Cooperative Extension Service interfaces with the county government structure. In some counties, this interface is achieved primarily through the county controller, while in other counties, the county commissioners are dealt with directly.

You are asked to identify your contact person for administrative matters at the county government level. More specific criteria for the selection of this person would include an affirmative answer to a majority of the following items:

- 1) Is normally contacted about county Cooperative Extension Service personnel matters.
- 2) Is the county government individual responsible for the county Cooperative Extension Service budget.
- 3) Is consulted about county Cooperative Extension Service office management concerns.
- 4) Receives reports of Cooperative Extension Service programs being planned and conducted for the county.

Once you have selected the individual who best fulfills the criteria mentioned above, please address and forward the enclosed packet to your county government Cooperative Extension Service contact person. Please complete and return to me the enclosed County Government Representative Information Card.

Sincerely,

*William A. Harrison*

William A. Harrison  
County Extension Director

ENC.



**APPENDIX G**  
**INFORMATION CARD**

## INFORMATION CARD

NAME \_\_\_\_\_ PHONE \_\_\_\_\_

COUNTY GOVT. TITLE \_\_\_\_\_

ADDRESS \_\_\_\_\_  
Street City Zip Code

DESCRIPTION OF CES RELATIONSHIP TO THIS PERSON: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CED SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

COUNTY \_\_\_\_\_

**APPENDIX H**

**SUPPORT LETTER ONE**



COOPERATIVE  
EXTENSION  
SERVICE

MICHIGAN STATE UNIVERSITY · U S DEPARTMENT OF AGRICULTURE & COUNTIES COOPERATING  
OFFICE OF THE DIRECTOR · EAST LANSING, MICHIGAN 48824-1039

April 8, 1983

TO: Selected County Extension Directors and  
Extension Agents

FROM: J. Ray Gillespie, Associate Director/Programs *Ray*

RE: Bill Harrison's Survey of CED Administrative Role

Although I frequently attempt to keep surveys from your desk, this is not the case with this one. Bill's study happens to address a very important topic in our organization and your responses are critical to a useful outcome.

Such a study has not been made in Michigan since 1960. Much change has occurred in those 23 years since. This role is 100% more prominent in the organization than it was 10 years ago. It is vital that we gain a knowledge of these perceptions from you and selected colleagues. Please find the time to give Bill your best response in a timely way. In this case you'll not only be helping Bill but the whole organization. Thanks for a quick response.

lb  
cc: Regional Supervisors  
William Harrison



**APPENDIX I**

**FOLLOW-UP CARD**

Dear

The position you represent is an important one. Your expectations of the County Extension Director's administrative role in Michigan is valuable and is needed in order to obtain an accurate analysis of the CED position.

I have not received your completed survey questionnaire.

If you have already returned this information to me, thanks for your cooperation. If you have yet to complete this information, please do it now. Your input is appreciated.

Sincerely,

William A. Harrison  
County Extension Director

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## BIBLIOGRAPHY

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