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**An analysis of the regional extension supervisor's role in  
Michigan's Cooperative Extension Service. (Volumes I and II)**

**Clark, Raymond John, Ph.D.**

**Michigan State University, 1991**

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AN ANALYSIS OF THE REGIONAL EXTENSION SUPERVISOR'S ROLE  
IN MICHIGAN'S COOPERATIVE EXTENSION SERVICE  
VOLUME I

By

Raymond John Clark

A DISSERTATION

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Michigan State University  
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## ABSTRACT

### AN ANALYSIS OF THE REGIONAL EXTENSION SUPERVISOR'S ROLE IN MICHIGAN'S COOPERATIVE EXTENSION SERVICE

By

Raymond John Clark

The general purposes of this study within the Michigan Cooperative Extension Service were (a) to describe the role of the Regional Extension Supervisor as it is currently being performed and as it should be performed, as viewed by six position groups in the organization; (b) to obtain information to help gain a better understanding of the perceived relationships between the various groups and the position being studied; and (c) to provide information to improve the effectiveness of the Supervisor's position.

The data were obtained from a mailed questionnaire returned by 474 (74.4%) Michigan Extension employees. The questionnaire asked the respondents to record their perceptions concerning the level of involvement of the Regional Extension Supervisor on 114 role-definition items pertaining to the position. The questionnaire was similar to the one used by Caul (1960) and Harrison (1984), with some modifications to describe more accurately the Supervisor's position. Each respondent was asked to record, on a five-point scale, his/her perceptions regarding the level of involvement



Raymond John Clark

Supervisors have regarding each of the role-definition items as the position is currently being performed and as it should be performed.

Supervisors were seen to have at least a shared responsibility on 32 of the 114 role-definition items as the position is currently being performed and on 67 of the 114 role-definition items as the position should be performed. Significant differences were found between the respondents' perceptions as to the Supervisor's current level of involvement and what it should be on all eight administrative functions studied. The findings indicated that the functions of the Regional Extension Supervisor position should be performed in the following order: personnel management, Extension programming, administration and policy, staff orientation and development, program evaluation and accountability, program development, public relations, and budgeting and financing. Gender, age, formal education, length of service, region/campus affiliation, and amount and type of contact were found to be significant regarding the respondents' views of the administrative role of the Regional Extension Supervisor in Michigan.

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This dissertation is dedicated to my family: John (deceased), Jean, A. J., and Sally Ann Narhi. May it be used as an inspiration to my son's own future education, as well as an example of my sincere gratitude for their continuing love and support throughout this endeavor.

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## CHAPTER I

### INTRODUCTION

The Cooperative Extension Service (CES) in Michigan has played a key role in providing nonformal education to the citizens of Michigan since the turn of the century. The first agricultural agent, H. G. Smith, was appointed to serve Alpena County in 1912, a year following the appointment of Robert J. Baldwin, Superintendent of Agriculture Extension, by Michigan Agricultural College President Robert S. Shaw. Michigan placed 13 agricultural agents in nine counties under the supervision of Eben Mumford, state leader of county agents, before the federal Smith-Lever Act creating the national Extension Service was signed by President Woodrow Wilson in May 1914 (Olstrom & Miller, 1984).

Since 1912, Michigan's Extension Service has grown to include 499 Board-appointed Field Staff, Department Specialists, and State Administrative/Program Staff (Moline, 1988) and approximately 150 additional university-funded Paraprofessionals (Glazier, 1988) in the four program areas of Agriculture and Marketing, Natural Resources and Public Policy, Home Economics, and 4-H Youth Programs. A position within the Extension organization today that has received little attention by previous researchers is the position of Regional Extension Supervisor. The focus of this dissertation was an

analysis of the administrative role of the Regional Extension Supervisor's position within Michigan's Extension organization--a position that is involved with Extension staff currently housed in 81 county offices and 28 departments on the campus of Michigan State University.

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" (U.S. Congress, cited in Boone, 1970, p. 265). This goal is met by helping people "organize" for local, state, or regional action, "facilitate," and otherwise "assist" them in addressing the various problems affecting their lives "primarily by extending and interpreting the research findings of the U.S. Department of Agriculture and state Land-Grant institutions to the people through county and area Extension offices" (Boone, 1970, p. 265).

According to Moline (1988),

The Extension system functions through a unique partnership of federal, state and local governments along with private contributions. Extension encourages a broad base of citizen participation in the planning and delivery of educational programs to insure relevance to the community. Programs are available to all citizens regardless of race, color, sex, handicap, national origin, or place of residence. (p. 2)

The 1948 Joint Committee Report on Extension Programs, Policies and Goals emphasized that Extension responsibilities are not limited to farm people or even to rural residents, but include all interested people (Boone, 1970).

Michigan's Cooperative Extension Service has come a long way since its inception in 1914 with the passage of the Smith-Lever Act. Funding for Michigan's Extension Service has changed from the first \$26,000 state-federal appropriations for Extension work in 1914-15 (Olstrom & Miller, 1984) to \$29,155,040 in federal, state, and county funds being appropriated for Extension programs in Michigan during 1987-88 (Michigan State University, 1990, Table A). According to Boone (1970),

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 organization and programs consistent with societal needs. 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. (p. 268)

In writing about the future of the Cooperative Extension Service, Patton (1987) said, "The life and work of tomorrow's Extension professional will be dramatically different. The challenge is to predict how the work will change" (p. 40).

### Historical Perspective

The supervisory role in the Michigan Extension Service has undergone many changes since employment of the first supervisors took place in early 1947 by Director Baldwin as a result of the 1945 Reorganization Plan (Olstrom & Miller, 1984). The position of Regional Extension Supervisor in Michigan, as it was known in 1989, at the time of this study, was created in the early 1980s by Gordon Guyer, former Director of Extension. This is a position within the



Extension organization that has received little previous attention by other researchers.

Before an in-depth analysis of the Regional Extension Supervisor's administrative role could be undertaken in Michigan, it was important first to understand the changes that had taken place in the supervision of Michigan's Extension Service over the years. These changes provide a basis for understanding the institutional expectations that have evolved over the years regarding the supervision role in Michigan.

1. For supervision, the state was first organized into five districts of 15 to 18 counties. Employment of the first supervisors took place in 1947. The director's mandate was firm: "Your job is to keep a peaceful Extension family and get a job done! You are to develop a team within your district" (cited in Olstrom & Miller, 1984), p. 15). When the new supervisors came "on line," a shift occurred in the administrative chain of authority from campus to counties.

2. During the term of State Extension Director Durward Varner (September 16, 1952, to March 31, 1955), the supervisory structure in Michigan was changed to staff a supervisory team in each of four Extension districts. This created supervisors for agriculture, home economics, and 4-H club work. With this change, some of the duties of the assistant state program leaders were transferred to the district supervisors (Olstrom & Miller, 1984).

3. Under State Director Paul Miller (April 1, 1955, to January 31, 1959), state supervisors were organized into five districts.

Former supervisory team members for home economics and 4-H were reassigned, and one supervisor in each district was given a new title: District Extension Director. The north district eventually was divided into two supervisory units (Olstrom & Miller, 1984).

4. During the term of State Director Pat Ralston (February 1, 1959, to June 30, 1966), there were numerous administrative shifts within the Extension organization. The new administrative structure scrapped the supervisory structure created 20 years earlier and formed a new Division of Field Operations. The District Directors were all reassigned, and their functions were taken over by the field operations staff. This new field operations team would provide campus-field liaison with county and district staff (Olstrom & Miller, 1984).

5. In the early 1970s, a field operations team continued to provide campus-field liaison with county and district staff. In 1974, State Director Gordon Guyer (1974 to 1984) restructured the organization into five districts or regional supervisory teams consisting of two supervisors per region. In later moves, six supervisory regions were created, with one supervisor in four of the regions and two supervisors in each of the other two regions. The eight supervisors provided the linkage between administration and all program areas through the 1970s (Olstrom & Miller, 1984).

6. With the retirements of five of the eight supervisors and the transfer of a sixth in the early 1980s, the supervisory responsibility of Michigan's Extension Service had developed into

one Regional Extension Supervisor now assigned in each of the six regions within Michigan's Extension organization (Olstrom & Miller, 1984).

### Background of the Study

The administrative role of the Regional Extension Supervisor in Michigan has become an integral one in the Extension organization. It is administratively responsible to the Associate Director for Programs, with close liaison maintained with the Director of Extension and the entire Administrative Program Team (APT). Regional Extension Supervisors in Michigan have direct line, program, and supervisory responsibility for county, multi-county, and district staff within their respective regions.

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 within the region has been and remains critical. This observation was also corroborated by Harrison (1984) in reference to the role of the County Extension Director in Michigan.

The Regional Extension Supervisor's position, like others in the organization, is influenced by being just one of many interlocking positions. The Regional Extension Supervisor, like incumbents in other positions, performs various roles to fulfill specific functions of the organization. Specifically, the roles of Michigan's Regional Extension Supervisors can be categorized under the broad function headings of personnel management, staff

orientation and development, program development, Extension programming, program evaluation and accountability, administration and policy, public relations, budgeting and financing, as well as personal-professional development and miscellaneous activities (Gillespie, 1988).

Certain expectations come to be held by 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 (Caul, 1960).

The status that the role of the Regional Extension Supervisor holds within Michigan's Extension organization makes it extremely important that the role of the Regional Extension Supervisor be described and understood by both the Extension field staff and the campus-based administrative and programming staff. James Anderson, Vice-Provost and Dean of the Michigan State University College of Agriculture and Natural Resources (ANR), in consultation with Provost David Scott, during 1989-90 appointed a special Study Committee to examine the role, structure, and program of the Cooperative Extension Service in Michigan.<sup>1</sup> One of the tasks of the Study Committee, according to a letter from Dean Anderson (1989), was to:

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<sup>1</sup>The special committee consisted of both internal and external committee members. A series of meetings both on and off campus was held for the purpose of collecting information that would be used in developing the final report designed to address the charges outlined in Dr. Anderson's letter.

. . . review and make recommendations concerning what the optimal organizational structure (specialist structure, field staff, supervisors and coordinators) should be of the MCES so as to maximize effectiveness and minimize organizational conflict.

Before perceptions could be obtained regarding how the role of the Regional Extension Supervisor in Michigan should change in the future, a study needed to be undertaken to determine how this position within the organization was currently being perceived by those groups, significant others, within the University who were most in contact with the incumbents in this position.

#### Statement of the Problem

The Cooperative Extension Service in Michigan has been faced with declining revenues in terms of both real and nominal dollars from federal and county sources over the past three years. This decline in revenue, along with an increased pressure at the federal, state, and county levels for Extension to be more accountable, has forced Extension administration in Michigan to begin a process of reallocating Extension's limited resources to programs and personnel that would most effectively serve the needs of Extension's clientele.

The administrative demands facing the Regional Extension Supervisor in Michigan have never been greater. Regional Extension Supervisors are caught in the cross fire of trying to represent the staff in their respective regions and at the same time trying to do what is "best" for the organization. Different people were bound to have different perceptions of the Regional Supervisor's role and of

its importance within the organization because of their different associations with Extension work. Incumbents in this position were caught in the cross fire of expectations associated with them by significant others and their own perceptions of the job that needs to be done. Gross, Mason, and McEacher (1958) described the importance of expectations in a role when they wrote:

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. But some expectations apply to certain individuals and not to others. Whether a particular expectation is assigned to an individual depends upon his identity. 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 six groups in Michigan who hold expectations regarding the role of the Regional Extension Supervisor and who were influencing his/her role on the basis of their expectations were (a) Extension Paraprofessionals, (b) County Extension Agents, (c) County Extension Directors, (d) Extension Specialists, (e) Extension's Administrative Program Team, and (f) the Regional Extension Supervisors themselves. Expectations held by others and an incumbent's own self-expectations were important to the Regional Extension Supervisors' performance of their administrative role in Michigan. Therefore, a current analysis of the Regional Extension Supervisor's administrative role in Michigan was essential.

### Purposes of the Study

The general purposes of this study were (a) to describe the role of the Regional Extension Supervisor in Michigan as it is currently being formed and as it should be performed, as viewed by Extension Paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, the Administrative Program Team, and the Regional Extension Supervisors; (b) to obtain information to help Extension personnel gain a better understanding of the perceived relationships between the various groups and the position being studied; and (c) to help provide Extension administrators and Regional Extension Supervisors in Michigan with information with which to improve the effectiveness of the Regional Extension Supervisor's position in the Extension organization.

The specific objectives of this study were:

1. To determine the administrative duties of the Regional Extension Supervisor's position, as it is currently being performed and as it should be performed, as perceived by Extension Paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, the Administrative Program Team, and the Regional Supervisors themselves.

2. To determine the differences within and between each respondent group in their role perceptions of the Regional Extension Supervisor's administrative duties as they are currently performed and as they should be performed in Michigan.

3. To determine whether there is an association between age, gender, formal education, region/campus affiliation, size of county staff, tenure in the organization, tenure in present position, amount of normal contact with the Regional Extension Supervisor, type of contact with the Regional Extension Supervisor, and the amount of time he/she devotes to administering other Extension employees or programs, with respect to his/her perceptions regarding the role of the Regional Extension Supervisor in Michigan as it was being performed and as it should be performed.

The specific hypotheses tested in this study were:

Hypothesis 1: There are significant differences in the levels of importance of the expectations held for the various administrative functions of the Regional Extension Supervisor's position as it is currently performed and as it should be performed, as perceived by the various respondent groups.

Hypothesis 2: There are significant differences in the consensus within each position group on the perceived levels of importance held for the administrative functions of the Regional Extension Supervisor's position as it is currently performed and as it should be performed in Michigan.

Hypothesis 3: There are significant differences between the Regional Extension Supervisors group and each of the other respondent groups on the perceived levels of importance of the expectations held for the administrative duties of the Regional Extension Supervisor's position as it is currently performed and as it should be performed.

Hypothesis 4: There is a significant measurable association between:

- a. The amount of normal contact and type of contact respondents have with a Regional Extension Supervisor and their perceptions of the administrative role of the Regional Extension Supervisor as it is currently performed and as it should be performed in Michigan.



- b. The tenure of staff within their present position and within the Extension organization and their perceptions of the administrative role of the Regional Extension Supervisor's position as it is currently performed and as it should be performed in Michigan.
- c. The size of county staff and their perceptions of the administrative role of the Regional Extension Supervisor's position as it is currently performed and as it should be performed in Michigan.
- d. The amount of administrative responsibility within the respondents' position and their perceptions of the administrative role of the Regional Extension Supervisor's position as it is currently performed and as it should be performed in Michigan.
- e. The gender of the respondents and their perceptions of the administrative role of the Regional Extension Supervisor's position as it is currently performed and as it should be performed in Michigan.

#### Importance of the Study

This study should provide useful information for (a) identifying and clarifying the perceptions of the various roles and responsibilities to be performed by Regional Extension Supervisors in Michigan, (b) identifying discrepancies that exist between the role expectations for the Regional Extension Supervisor's position held by various groups within the University, and (c) adding to the body of knowledge pertaining to mid-management positions within the Cooperative Extension Service.

Numerous studies across the United States and in Michigan have been undertaken in the past to investigate various positions within the Extension organization, such as the role of Paraprofessionals (Edwards, 1987; Munson & Parsons, 1979; Parsons & Kiesow, 1975), the role of the County Extension Director (Abdullah, 1964; Black, 1969;

Caul, 1960; Harrison, 1984; Jones, 1969; McNabb, 1964; Prosise, 1983; Rodgers, 1977; Wheaton, 1971; Whiteside, 1985), the role of County Agricultural Agents, the role of the County 4-H Youth Agent, the role of the Extension Home Economist, and the role of the State Extension Specialist (Gerber, 1985).

Mid-management positions within the Extension organization have received little attention in previous studies. Koskoko (1980) investigated "The Role of the Extension Supervisor as Perceived by Selected Extension Personnel," Bahram (1977) investigated "The Role of the Extension Supervisor as Perceived by Extension Personnel in Afghanistan," Peterson (1987) investigated "The Role of the Supervisory Process as Perceived by Extension Supervisors and County Agents Employed by the Cooperative Extension Service," Hoelscher (1984) investigated the "In-service Needs of Extension Middle-Managers," Porter (1987) investigated "County Agent and State Extension Director Perceptions of District Directors of Cooperative Extension Programs as measured by the Leader Behavior Description Questionnaire," and Barber (1989) investigated "Occupational Stressors and Work Behavior Types of Cooperative Extension Service Mid-Managers."

This study should serve as a resource for current and prospective mid-managers in the Extension organization. The expectations held by others regarding the role of the Regional Extension Supervisor in Michigan may vary according to their previous associations with incumbents in this position. Thus, this investigation should provide the current incumbents in this

position, as well as future Regional Extension Supervisors, with valuable information concerning how others within the Extension organization are perceiving their role. The study should also provide valuable information pertaining to the role of the Regional Extension Supervisor for the various groups within the University who come in contact with this mid-management position.

Every middle-manager wants to be an effective manager. Effective managers, as described by Blanchard and Johnson (1982) in The One Minute Manager, are those who "manage themselves and the people they work with so that both the organization and the people profit from their presence" (p. 15). Regional Extension Supervisors want to be effective managers, and this study provided an in-depth analysis of this position within Michigan's Extension organization during a time when the entire Extension organization was being reviewed by a committee composed of internal and external committee members appointed by the Vice-Provost and Dean of the College of Agriculture and Natural Resources.

#### Definition of Terms

The following terms and their definitions are pertinent to this study and are being used for the purposes of clarity and consistency:

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

individuals toward the maximum realization of a common goal (Harrison, 1984).

Administrative duties. The responsibilities and activities normally performed by the Regional Extension Supervisor in the broad areas of personnel management, staff orientation and development, program development, Extension programming, program evaluation and accountability, administration and policy, public relations, and budgeting and financing, as well as personal-professional development and miscellaneous activities (Gillespie, 1988).

Administrative Program Team (APT). For the purpose of this study, the APT staff of Michigan's Cooperative Extension Service is defined as the Director, Associate Director, the four Assistant Directors and their various Program Leaders, and selected members of the various support units within the Extension organization that have the closest association with the position of Regional Extension Supervisor, such as ANR Information Services, ANR Personnel Services, ANR Computer Services, the Department of Agriculture and Extension Education, and the Office of ANR Budget and Finances.

ANR. The College of Agriculture and Natural Resources at Michigan State University.

Associate Director--Programs. The Associate Director is the number-two person within Michigan's Extension organization. All Regional Extension Supervisors and County Extension Directors are administratively accountable to the person holding this

position. The Associate Director assumes responsibility of the Extension organization in the absence of the Director.

County Extension Agents. County Extension Agents are Board-appointed field staff at the county, multi-county, or district levels. They serve in one or more of the four program areas: Agriculture and Marketing, Natural Resources and Public Policy, Home Economics, and 4-H Youth. (College degrees are required for these positions.)

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 (Harrison, 1984). The person holding this position works directly with his/her Regional Extension Supervisor regarding all administrative matters at the county level.

Expectation. An evaluative standard applied to an incumbent of a position. Such an expectation has two dimensions: (a) its direction (it is either for or against something) and (b) its intensity (where it exists on the continuum that ranges from the completely permissive, through the preferential, to the mandatory) (Gross et al., 1958).

Extension Paraprofessionals. Paraprofessionals within Michigan's Extension system are non-Board-appointed employees at the county level, supervised by an Extension Agent, who help the agent perform selected management functions and who work with volunteers to deliver programs and activities that do not require specific

subject-matter expertise in representing the University (Ritchie & Stitsworth, 1987). They can be funded by Michigan State University and/or an individual county. (College degrees are not required for these positions.)

Middle-management positions. For the purpose of this study, the terms "mid-manager," "middle manager," and "mid-management position in the Cooperative Extension Service" all refer to a level of position within the Extension organization referred to as Regional Extension Supervisors, District Directors, Regional Directors, District Extension Supervisors, or Area Directors.

Perceive. In this study, the term "perceive" is defined as "to become aware through the senses, as of sight, hearing, etc.; acquire a mental impression of, from the immediate presentations of senses modified by the reactions determined by attention, interests, previous experience, etc." (The Winston Dictionary, 1946, p. 719).

Position. The location of an actor or class of actors in a system of social relationships that contain one or more roles with associated norms.

Regional Extension Supervisor. The Regional Extension Supervisor in Michigan is a middle-management administrative position within the Extension organization. The six Regional Extension Supervisors are accountable to the Associate Director for Programs and are administratively responsible for 10 to 21 Cooperative Extension Service units at the county level in their respective regions.

Role. A set of evaluative standards applied to an incumbent of a particular position (Gross et al., 1958).

Role conflict. A lack of consensus in the expectations held for the administrative role of the Regional Extension Supervisor by other actors in the Extension organization.

Role consensus. Agreement on the expectations held by two or more groups of actors in the Extension organization relating to the administrative role of the Regional Extension Supervisor.

#### Limitations of the Study

This study was subject to the following limitations:

1. The study was limited to the administrative role of the Regional Extension Supervisor and was not concerned with administrative roles performed by incumbents in other positions within the organization.

2. The study was limited to the administrative role of the Regional Extension Supervisors and not their programming roles.

3. The study focused only on the roles of the Regional Extension Supervisor and not on the perceptions held regarding middle-management positions in other Extension organizations.

4. The responses received were limited to the respondents' judgments and experience with the administrative role of the Regional Extension Supervisor in Michigan.

5. The study had a time limitation and was therefore subject to any occurrences taking place within the organization before

December 1988 or during when the survey was taken (December 1988 to March 1989).

6. The length of the survey instrument used to define the Regional Extension Supervisor's administrative role in Michigan as it is currently being performed and as it should be performed might have contributed to the large number of nonresponser in this study.

7. The Extension Paraprofessionals and Extension Specialists were two respondent groups who have limited association with the Regional Extension Supervisor position in Michigan. Therefore, their responses might have been based more on guesses than actual knowledge of the Regional Extension Supervisor's administrative role within the Extension organization.

8. The population used in this study was limited to professional and paraprofessional Extension employees who had programmatic responsibility and did not take into consideration the perceptions of Extension secretaries and other support staff or the perceptions held by county administrators and Extension clientele.

### Overview

Chapter I dealt with providing a historical overview of the supervisory position in the Cooperative Extension Service in Michigan, the establishment of the background for conducting the study, a description of the research problem and purposes of the study, the importance of the study, definition of terms, and the limitations of the study.



Chapter II provides a summary of the theoretical and conceptual foundations taken from the literature pertaining to role theory and administrative/organizational theory. The chapter also provides a review of the literature pertaining to related studies of the administrative role of County Extension Directors, the administrative role of middle managers, and studies relating to the middle manager's role in general.

The procedures used in planning and conducting the study are described in Chapter III.

Chapter IV contains the findings of the study with reference to the specific hypotheses being tested.

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.

## CHAPTER II

### REVIEW OF LITERATURE

This study involved an analysis of the administrative role of the Regional Extension Supervisor in Michigan. The theoretical foundation on which the study was conceptualized evolved from a review of the literature on role theory and administrative/organizational theory. In addition, studies relating to the administrative role of County Extension Directors, the administrative role of middle managers, and studies that dealt with the role of middle managers in general were investigated.

The review of literature in this chapter is divided into three major categories: (a) role theory, (b) administrative/organizational theory, and (c) studies related to the problem being investigated. The first step in researching any problem is to identify the theoretical foundation on which the research will be based. Theory, as defined by the Winston Dictionary (1946), is:

(1) a tentative statement of a supposed principle or relationship, as of cause and effect, advanced to explain facts as observed; a working hypothesis; a hypothesis that has been partly or largely verified by facts; (b) an analysis of a set of facts, conditions, etc., considered in an imaginary and ideally simplified relationship to each other; (3) the abstract principles and established truths of any body of related facts; especially, a collection of principles giving a more or less complete and rounded view of an art or science; (4) a speculative view or opinion, not necessarily founded on fact; an intelligent, a fanciful, or a speculative guess. (p. 1031)

Webster's Collegiate Dictionary (1946) looked at theory a little differently when it defined theory as:

(1) Contemplation; speculation; (2) the analysis of a set of facts in their ideal relations to one another; (3) the general or abstract principles of any body of facts; pure, as distinguished from applied, science or art; (4) a more or less plausible or scientifically acceptable general principle offered to explain phenomena; (5) loosely, a hypothesis; a guess. (p. 1035)

Theories, by definition, are not precise, concrete facts but general and abstract principles relating to a specific body of knowledge. For the purpose of this study, the body of knowledge that was chosen as the cornerstones for studying the role of Regional Extension Supervisors in Michigan was literature relating to theories of roles and theories of administration/organizations.

### Role Theory

Role theory, according to Broussine and Guerrier (1983), is a useful way of putting into some sort of framework the pressures that middle managers frequently experience. The purpose of role theory is to examine the extent to which the situation that people find themselves in--the "part" they are playing--shapes their behavior, regardless of individual personalities, attitudes, or values. Situations shape behavior because other people will have some perception of the way in which they expect people to behave in a role and will try, more or less strongly, to impose their definitions upon them.

The concept of role, according to Gross et al. (1958), has assumed a key position in the fields of sociology, social

psychology, and cultural anthropology. Students of the social sciences frequently use it 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.

Most of the literature relating to role theory can be traced to the works of Linton, Parsons, and Davis. Linton's theoretical framework subscribes to define roles in terms of normative cultural patterns (Gross et al., 1958). Parsons's (1951) theoretical framework subscribes to define a role as "a sector of the total orientation system of an individual actor which is organized about expectations in relation to a particular interaction context, that is integrated with a particular set of value-standards which govern interaction with one or more alters in the appropriate complementary roles" (pp. 38-39). Davis (1949), on the other hand, subscribed to the theoretical framework that defines role in terms of "how an individual actually performs in a given position, as distinct from how he is supposed to perform in that role" (p. 90).

After an extensive review of the conceptualization of role, Neiman and Hughes (1951) concluded:

Hypotheses involving the concept role are extremely rare in the literature. This raises the question of the utility of the concept. If a concept is useful in the field, is it not logical to assume that one would find varying hypotheses in the research literature putting the concept to the test of empirical research? This is not true of the concept role. (p. 149)

They also observed that:

The concept role is at present still rather vague. Frequently in the literature the concept is used without any attempt on the part of the writer to define or delimit the concept, the

assumption being that both the writer and reader will achieve an immediate compatible consensus. (p. 149)

The term "role" has been used in many different ways by different authors and by different groups within the social sciences, but three basic ideas appear in most role conceptualizations. They are that individuals (a) in social locations (b) behave (c) with reference to expectations (Gross et al., 1958).

Linton has been credited by many authors in the literature on role theory for his definition 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)

Linton defined role in terms of normative cultural patterns and looked at societal systems as a cultural phenomenon, 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 individual and society" (p. 105). According to Linton:

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." A role represents the dynamic aspect of status. . . . When the individual puts the rights and duties which constitute the status into effect, he is performing a role. (pp. 113, 114)

In some definitions, according to Gross et al. (1958), a role is treated as an individual's definition of his/her situation with reference to his/her and others' social positions. Sargent (1951) defined a person's role as "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). Sargent further defined roles as "having ingredients of cultural, of personal, and of situational determination. But never is a role wholly cultural, wholly personal, or wholly situational" (p. 359).

Davis's (1949) definition of role dealt with role as the behavior of actors occupying social positions:

How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role. The role, then, is the manner in which a person actually carries out the requirements of his position. It is the dynamic aspect of status or office and as such is always influenced by factors other than the stipulations of the position itself. (p. 90)

According to Parsons and Shils (1951):

For most analytical purposes, the most significant unit of social structure is not the person but the role. The role is that organized sector of an actor's orientation in an interactive process. It involves a set of complementary expectations concerning his own actions and those of others with whom he interacts. But the actor and those with whom he interacts possess these expectations. Roles are institutionalized when they are fully congruous with the prevailing culture patterns and are organized around expectations of conformity with morally sanctioned patterns of value orientations shared by the members of the collectivity in which the role functions. (p. 27)

In reviewing the literature concerning role theory, it is clear that there are many different viewpoints concerning the concept of role. Gross et al. (1958) pointed out, however, that almost all

authors have used the role concept to embrace the normative element of social behavior. People do not behave in a random manner; their behavior is influenced to some extent by their own expectations and those of others in the group or society in which they are participants. The lack of consensus among authors who have written about roles and role theory is strictly definitional. Some authors have included the idea of role in the concept of status or positions, others have included the idea of role in a discussion of role theory, but nearly all have included it somewhere. What Linton and Newcomb defined as role, Davis et al. defined as a status. What Davis et al. defined as a role, Newcomb called role behavior.

#### Applications of Role Theory

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 key players both within and outside the organization. These roles are supported by authority delegated through federal and state regulations, by agreements with local county governmental units, and by the people whom Extension serves. In addition, the informal arrangements, both within and outside the organization, support and influence the expectations held toward and consequently the behavior of incumbents in different positions.

The Regional Extension Supervisor (RS), as the focal position in this study, was examined in relationship to five

counter-positions. The counter-positions were (a) Extension Paraprofessionals (PA), (b) County Extension Agents (CEA), (c) County Extension Directors (CED), (d) Extension Specialists (ES), and (e) the Administrative/Program Team (APT). Gross et al. (1958) described this as the position-centric model, illustrated in Figure 1.

When studying the elements of the complex positional specification of the focal position in relationship to the various counter-positions, the concept of positional sectors is used. A positional sector, according to Gross et al., is specified by the relationship of a focal position to a single counter-position and is defined as an element of the relational specification of a position.

In adapting the position-centric model to the study of the Regional Extension Supervisor's position, Gross et al. would have concluded that the Regional Extension Supervisor's position, as perceived by paraprofessionals, may be considerably different than studying it as perceived by the County Extension Agents or by any of the other counter-positions they are associated with in Michigan's Extension organization. As a result, it is more meaningful to study the Regional Extension Supervisor's position in relationship to the other counter-positions within the organization in order to arrive at the broader expectations held by the total Extension organization for the position of Regional Extension Supervisor and to determine the degree of, or lack of, role consensus between the various counter-positions within the organization.



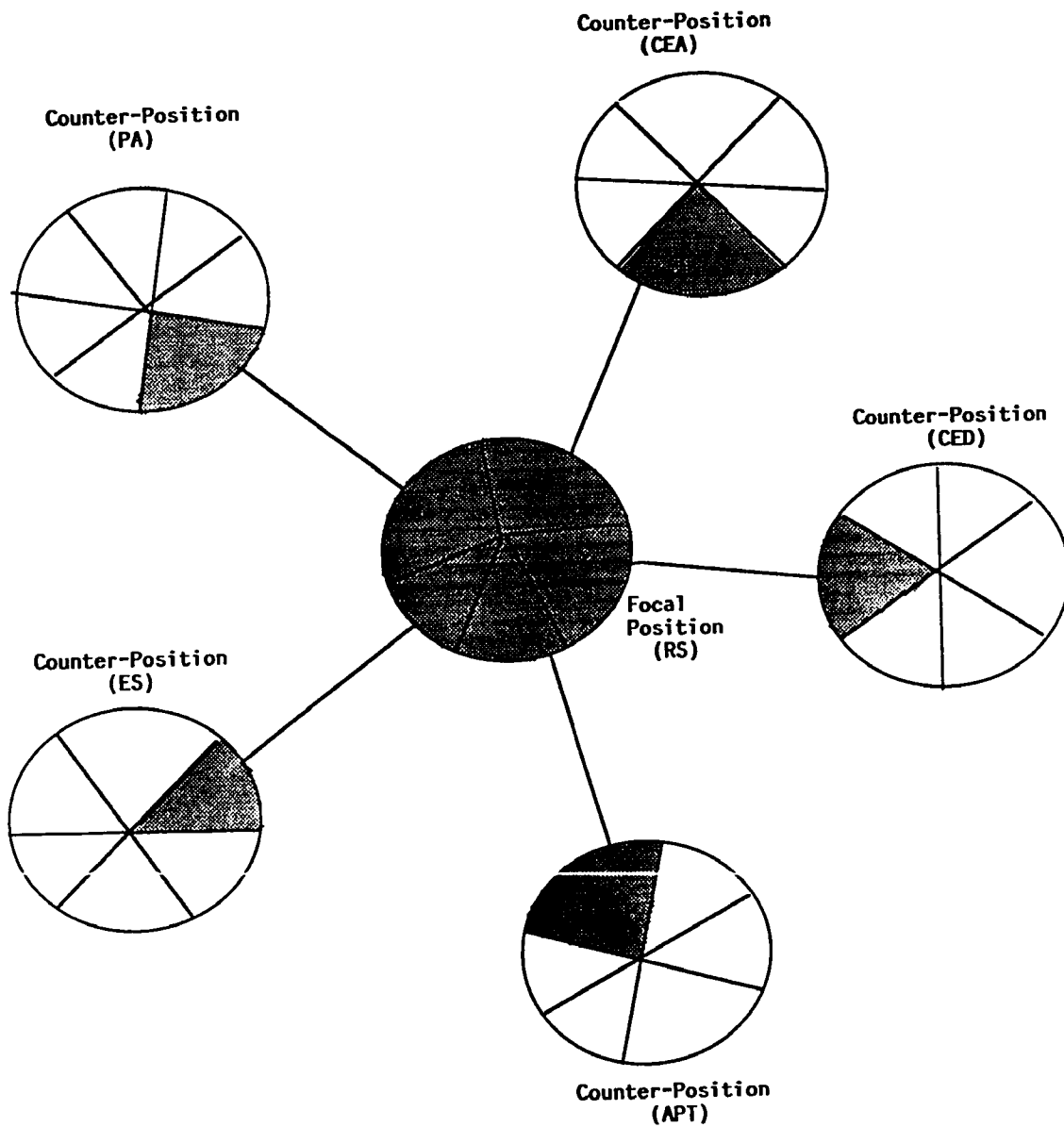


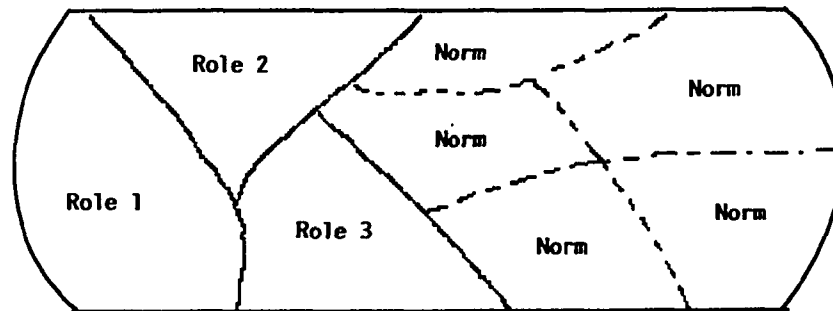
Figure 1: Position-centric model. (Adapted to the Regional Extension Supervisor's role from Gross et al., 1958, pp. 50-56.)

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

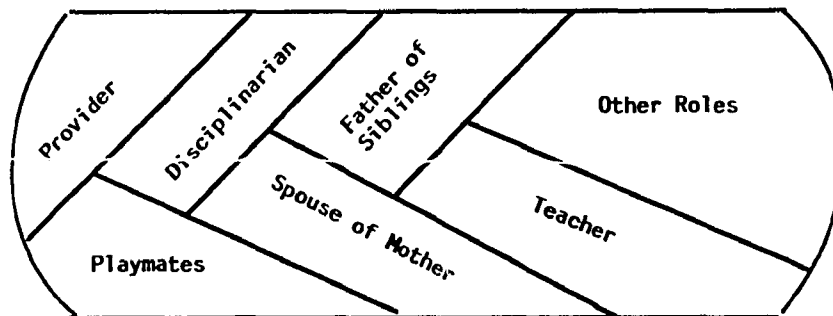
Bates (1956), in writing about role and position, incorporated the concept of role and position as it applies to the position of "father." He defined position as a location in a social structure which is associated with a set of social norms. Role is a part of a social position consisting of a more or less integrated or related subset of social norms that is distinguishable from other sets of norms forming the same position. He defined norm as a patterned or commonly held behavior expectation--a learned response, held in common by members of a group.

Figure 2 illustrates Bates's concept of role and position as it applies to the position of "father." In this study of the administrative role of Regional Supervisors, we are dealing with the position held by six individuals at the mid-management level in Michigan.

If one were to describe the position of Regional Extension Supervisor in Figure 2, one would find the position divided into many roles. In this study, we are concerned only with the administrative role of the Regional Extension Supervisor, and consequently we must be concerned with the norms or commonly held behavior expectations for their administrative role and not the norms associated with their other roles within the organization.



POSITION



POSITION OF FATHER

Figure 2: Position, roles, and norms. (Adapted from Bates, 1956, p. 314.)

### Role Consensus and Conflict

Determining role consensus and/or role conflict is the key factor in most role studies. Gross and his associates (1958), in their work on role analysis, recognized role consensus as a major variable in the study of roles. Many social anthropologists and social scientists have made the assumption that consensus exists on the expectations applied to incumbents of particular positions. Gross et al. 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)

Role conflict was described by Bates (1956) as follows:

Whatever the type of role conflict, it arises out of the patterned expectations or norms which form the contents of roles. As a conception it excludes conflicts arising from personality differences between actors, conflict due to imperfect or faulty learning of norms which comprise roles, and conflict which is situationally induced amounting to a maladjustment between the contents of a role and the situation in which it is functioning as a behavior expectation. (p. 314)

According to Nix (1960), role conflict may arise from what the actor perceives as "legitimate" expectations (perceived obligations) or from "illegitimate" expectations (perceived pressures). Role conflict is considered arising from incompatible expectations resulting from an actor's occupancy of "single" as well as "multiple" roles or positions (intra-role and inter-role conflicts). Nix further defined role conflict as a condition in which the occupant of a focal role or roles (position or positions) perceives that he/she is confronted with incompatible expectations (strains and inconsistencies within the sociocultural structure).

Role conflicts, according to Broussine and Guerrier (1983), arise when the expectations about a particular position are different from the viewpoint of the incumbent of the position and the other role senders associated with the position. Conflicts arise when the incumbent of a position sees his/her role differently from the way others are defining it for him/her.

Another factor that is likely to affect the extent to which there will be role conflict is whether the role in question operates at the top of the organizational chart or at the bottom. Broussine and Guerrier indicated that, as a general rule, the higher one is in an organization, the larger one's role set will be and the more conflicts there are likely to be between the expectations of his/her different role senders.

Because of the multiplicity of roles and role sets, it is possible for an individual to face a situation of the simultaneous occurrence of two or more role requirements for which the performance of one precludes the performance of the others. When this occurs, the individual faces a situation of role conflict.

Gibson, Ivancevich, and Donnelly (1973) defined three forms of role conflict:

1. Person-role conflict. This conflict occurs when role requirements violate the basic values, attitudes, and needs of the individual occupying the position.

2. Intrarole conflict. This conflict occurs when different individuals define an individual's role according to different sets

of expectations, making it impossible to satisfy all. Thus, his behavior may be satisfactory to some but not to others. This is more likely to occur when a given role has a complex role set (that is, many different role relationships).

3. Interrole conflict. This type of conflict is the result of multiple roles. It occurs because individuals simultaneously play many roles, some of which have conflicting expectations (p. 274).

Behavioral scientists agree that an individual confronted with role conflict will act with indecision, emotional strain, dissatisfaction, or other indications of psychological stress (Finley & House, 1969). While there are certain kinds of role conflict that managers can do little to avoid, there are certain types that can be minimized (Gibson et al., 1973).

Regional Extension Supervisors are often caught in what Gibson et al. referred to as interrole conflict in that they are expected to behave in accordance with the expectations of management as well as the expectations of the Extension staff they represent in their respective regions. A possible outcome from a study of the role of the Regional Extension Supervisor in Michigan, therefore, is to be able to define the administrative functions of their position, which will maximize role consensus and minimize role conflict.

#### Administrative/Organizational Theory

To establish an understanding of the various administrative functions that may be applicable to the Cooperative Extension Service and, more specifically, to the study of the administrative

role of the Regional Extension Supervisor in Michigan's Extension organization, it is imperative to review the literature on administrative and organizational theory.

One of the earliest attempts to analyze aspects of the problem of organizational design was conducted by Taylor and his followers. The ideas and techniques that resulted from Taylor's work are known as scientific management. The focus was the work done at the lowest level in the organization to analyze the relationships between the physical nature of work and the physiological nature of the workers to determine job definitions. The focus of scientific management, according to Gibson et al. (1973), was quite narrow in that it did not propose solutions to the broader and more abstract problems of departmentalization, spans of control, and delegation of authority.

The major theme of scientific management is that work, particularly blue-collar work, can be studied scientifically. Taylor believed that objective analyses of facts and data collected in the workplace could provide the bases of determining the one best way to organize work.

The essential characteristics of the field of scientific management can be summarized from Taylor's (1947) own writings:

First: Develop a science for each element of a man's work which replaces the old rule-of-thumb method.

Second: Scientifically select and then train, teach, and develop the workman, whereas in the past he chose his own work and trained himself as best he could.

Third: Heartily cooperate with the men so as to insure all of the work being done in accordance with the principles of the science which has been developed.

Fourth: There is almost an equal division of work and the responsibility between management and the workmen. The management takes over all work for which they are better fitted than the workmen, while in the past, almost all of the work and the greater part of the responsibility were thrown upon the men (pp. 36-37).

Taylor believed that, through the more efficient organization of work, the total supply could be increased and each participant's share could increase without reducing any other's share. Therefore, if both managers and workers perform their tasks more efficiently, both profits (the concern of managers) and wages (the concern of workers) could increase.

Classical organizational theory emerged during the time when Taylor's scientific management philosophy was gaining popularity. The focus of the literature in classical organizational theory was on the total organization, not simply the work performed in one part of the organization. The main contribution of classical organizational theory was the development of a set of guidelines called principles of organization. These principles were developed as a result of the actual experiences as managers of Fayol's and others and were intended to help other managers in solving the problems of organization design.

Henri Fayol, one of the early writers in classical organizational theory, proposed a number of principles that he found



useful in the management of a large coal-mining company in France. Gibson et al. (1973) attempted to interpret and classify Fayol's principles, as shown in Table 1.

The items that have been grouped under the heading Structural Principles provide guidelines for creating a system of interrelated tasks and authority. The items grouped under the heading Process Principles focus on the actions of managers as they direct the organization, particularly as managers relate to subordinates. The items grouped under the heading End-Result Principles are those that define the desirable characteristics of the organization.

Table 1.--A classification of Fayol's principles.

Structural Principles	Process Principles	End-Result Principles
Division of work	Equity	Order
Unity of direction	Discipline	Stability
Centralization	Remuneration of	Initiative
Authority and	personnel	Esprit de corps
responsibility	Unity of command	
Scalar chain	Subordination to	
	general interests	

Source: Gibson et al. (1973), p. 70.

The major contribution made by the various writers who subscribed to Fayol's philosophy of classical organization theory was to point out the importance of a consciously preplanned organization.

Weber's (1947) bureaucratic organization theory describes a form, or design, of organization that assures predictability of the behavior of employees in the organization. To achieve the maximum benefits of the bureaucratic form, Weber believed that the organization must adopt certain design strategies. Gibson et al. (1973) outlined these strategies as follows:

1. All tasks necessary for the accomplishment of goals are divided into highly specialized jobs. This strategy is the familiar division-of-labor principle, and Weber argued its importance in the usual ways, namely that jobholders could become expert in their jobs and could be held responsible for the effective performance of their responsibilities.

2. Each task is performed according to a "constant system of abstract rules" to assure uniformity and coordination of different tasks (Weber, p. 330). The rationale for this practice is that the manager can eliminate uncertainty in task performance due to individual differences.

3. Each member or office of the organization is accountable to a superior for his and his subordinates' actions. The authority wielded by superiors is based upon expert knowledge, and it is legitimated by the fact that it is delegated from the top of the hierarchy. A chain of command is thereby created.

4. Each official in the organization conducts the business of his office in an impersonal, formalistic manner. He maintains a social distance between himself and his subordinates and clients. The purpose of this practice is to assure that personalities do not

interfere with the efficient accomplishment of the office's objectives; there should be no favoritism due to personal friendships or acquaintances.

5. "Employment in the bureaucratic organization is based on technical qualifications and is protected against arbitrary dismissal" (Blau, p. 30). Similarly, promotions are based upon seniority and achievement. Employment in the organization is viewed as a life-long career, and a high degree of loyalty is engendered (p. 74).

In comparing the literature of classical organization theory and bureaucratic theory, a similarity exists in the acknowledgment of division of labor as an appropriate means for accomplishing work. Both Fayol and Weber identified specialization as an important managerial strategy. A major difference between these two theories of organization is the amount of latitude permitted in their applications.

According to Gulick and Urwick (1937), Fayol identified five functions that he considered part of administrative behavior. They are:

1. To plan means to study the future and arrange the plan of operations.

2. To organize means to build up material and human organizations 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 of the business.

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).

Most management textbooks refer to Gulick's acronym POSDCoRB when writing about Gulick's interpretation of the management functions of an administrator/manager. According to Gulick and Urwick, the initials stand for the following activities:

PLANNING--that is, working out in broad outline the things that need to be done and the methods for doing them to accomplish the purposes set for the enterprise.

ORGANIZING--that is, establishment of the formal structure of authority through which work subdivisions are arranged, defined, and coordinated for the defined objective.

STAFFING--that is, the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work.

DIRECTING--that is, the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.

COORDINATING--that is, the all-important duty of interrelating the various parts of the work.

REPORTING--that is, keeping those to whom the executive is responsible informed as to what is going on, which thus includes keeping himself and his subordinates informed through records, research and inspection.

BUDGETING, with all that goes on in budgeting in the form of fiscal planning, accounting, and control.

Not everyone, however, subscribes to the usefulness of the POSDCoRB model of management. Smith (1945) warned that "while all jobs involve administration each is bound up with more or less specialized subject matter. We think of an individual doing administrative work not as an administrator but as a businessman, an army officer, or a civil servant" (p. 360).

The classical and bureaucratic theories of management have been classified by some writers as being traditional models of management theory. Essentially, the traditional models maintained that the capability for effective decision making was narrowly distributed in organizations, and this approach thus legitimized unilateral control of organizational systems by top management. According to that model, a select group of owner-managers was able to direct large numbers of employees by carefully standardizing and routinizing their work and by placing the planning functions solely in the hands of top managers.

The traditional model of management, according to Jelinek, Litterer, and Miles (1986), began to give way in the 1920s to the human relations model, which accepted the traditional notion that supervisor decision-making competence was narrowly distributed among the employee population but emphasized the universality of social needs for belonging and recognition. This model argued that impersonal treatment was the source of subordinate resistance to

managerial directives, and adherents of this approach urged managers to employ devices to enhance organization members' feeling of involvement and importance in order to improve organizational performance.

Beginning in the mid-1950s, the human resources model began to emerge. This model, according to Jelinek et al., demonstrates that the capacity for effective decision making in the pursuit of organizational objectives was widely dispersed and that most organization members represented untapped resources which, if properly managed, could considerably enhance organizational performance. The human resources model viewed management's role not as that of a controller (however benevolent) but as that of a facilitator, removing the constraints that block organization members' search for ways to contribute meaningfully in their work roles.

The fundamental problem in all organizations, according to Follett (1924), was in developing and maintaining dynamic and harmonious relationships. She also believed 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.

The significance of the human relations movement in administrative management theory is that it placed considerable importance on "good leadership," with emphasis on democratic rather than authoritarian and employee-centered rather than production-centered management styles.

Getzels and Guba (1957) added to the body of knowledge in administrative theory by developing the model of behavior in social organizations. According to them,

The process of administration deals essentially with the conduct of social behavior in a hierarchical setting. Structurally, we conceive of administration as a series of superordinate-subordinate relationships within a social system. Functionally, this hierarchy of relationships is the locus for allocating and integrating roles, personnel, and facilities to achieve the goals of the system. (p. 424)

They conceived of the social system as having two major classes of phenomena: (a) the nomothetic or normative dimension of the activity, which is made up of the institutions with certain roles and expectations that will fulfill the goals of the system; and (b) the idiographic or personal dimension of the activity, which is made up of the individuals inhabiting the system with their certain personalities and need-dispositions, whose interactions comprise what are generally called "social behaviors."

According to Getzels and Guba, institutions are defined as the agencies established to carry out the institutionalized functions of governing, educating, policing, and so on, for the social system as a whole. Roles, the most important subunit of the institution, are defined as the structural elements defining the behavior, or "dynamic aspect" of role incumbents or actors. Roles represent positions, offices, or statuses within the institution. Roles within an institution are defined in terms of role expectations, and they are interdependent in that each role derives its meaning from other related roles within the institution.

Individuals occupying a given role within an institution will be confronted by both the nomothetic and the idiographic aspects of social behavior. Getzels and Guba broke the idiographic aspect of a role into a discussion of personality and need-disposition. Personality is defined as the dynamic organization within the individual of those need-dispositions that govern his/her unique reactions to the environment. Need-dispositions are defined as individual tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from those actions.

Incumbents in any position will react differently to given situations due to their perceived role expectations and the personality factors determining their behavior. Figure 3 summarizes Getzels and Guba's general model of social behavior, which implies that some administrators may be more nomothetic or normative in their behavior and others may be more idiographic or personal in their behavior.

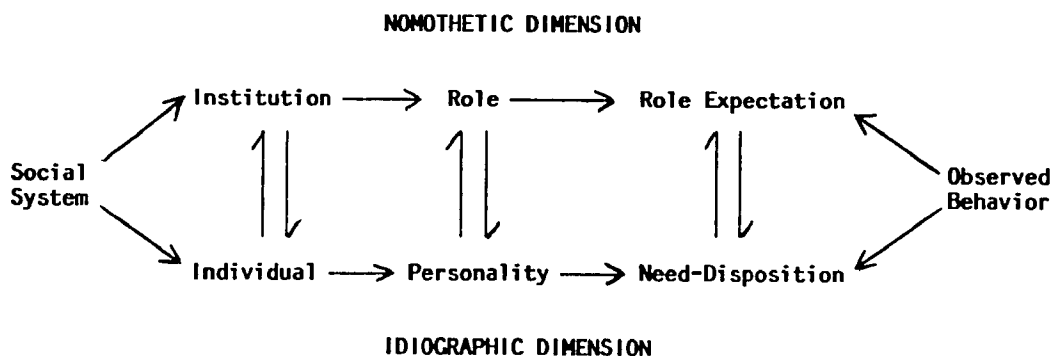


Figure 3: Getzels and Guba's general model showing the nomothetic and the idiographic dimensions of social behavior. (From Getzels & Guba, 1957, p. 429.)



In studying the role of the Regional Extension Supervisor in Michigan, Getzels and Guba's model helps put into perspective why incumbents in the position behave the way they do. Their behavior is based on both the role expectations that are placed on their position by the various counter-positions in the organization, as well as their own unique need-dispositions, which are governing how they will react to their environment.

#### Centralization Versus Decentralization

One segment of administrative/organization theory focuses on delegation of authority within the organization. The literature divides this discussion into two areas: centralized and decentralized forms of decision making in administrative units.

Early writers in organizational theory (Weber, Fayol, and Taylor) would have said that decision making should be "at the top." In their view, organizations were created to carry out the will of those at the top. They make decisions, and the other people in the organization execute the decisions. They would have made this decision for the following reasons, according to Jelinek et al. (1986):

1. Legitimacy--People at the top of organizations either own them or are appointed by those who do.

2. Efficiency--It is more efficient for one or a few people to make decisions for the many. Duplication of decision making could be eliminated, and confusion as to which decisions that were to be followed avoided.

3. Competence--It was a basic assumption of these writers that people at the top of the organization were better prepared because of greater knowledge, analytical ability, wisdom, or even social status to make decisions.

4. Commitment--Another assumption was that those at the top of an organization were most committed to it, and would therefore be most responsible in promoting the organization's welfare and seeing that it accomplished its ends.

Most of the literature in recent years has focused not on the centralization of decision making in an organization but on the concept of decentralizing the decision-making needs of the organization. It is typically associated with such value-laden terms as "democratic," "autonomous," fewer controls, and participation. According to Gibson et al. (1973), some degree of decentralization exists in all types of organizations. Where a particular organization would fit on a centralization-decentralization continuum, as seen in Figure 4, would depend on (a) the size of the organization, (b) the control mechanisms available within the organization, and (c) the managerial capabilities within the organization.

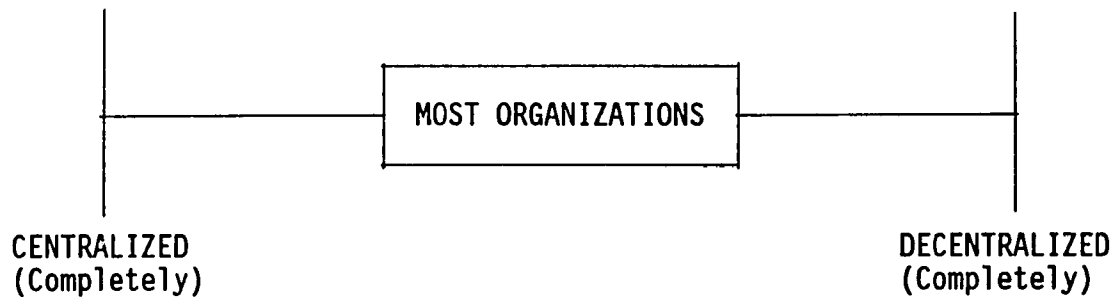


Figure 4: Centralization-decentralization of authority. (From Gibson et al., 1973, p. 136.)

Decision-making activities within an organization become more difficult as organizations increase in size, become more complex, and have more decisions needing to be made. According to Gibson et al., when firms need to be able to make rapid decisions, because of competitors, customer demands, or employee grievances, it is necessary to resort to some degree of decentralization. Decentralization, however, does not mean that control is not needed as the decentralized operations must be able to be properly evaluated. The larger or more decentralized the organization is, causes the control mechanism to shift closer to the points of action so feedback can be more rapid. The key factor in how successful decentralization will be for an organization rests with the ability of its managerial work force to make difficult and time-constrained decisions.

Advocates of what might be called bottom-up management have cited the concept of democracy or motivational principles as the main reason for a noncentralized form of decision making. They

believe that organizations are more legitimately controlled by all their members and not just a few at the top. They also have pointed to the need for organization members to have control over their lives at work, and to the importance of such control for building motivation and commitment.

Decentralization shares in the concepts of both those who subscribe to a centralized form of decision making and those who subscribe to the bottom-up management style. Decentralization holds that real decision-making authority should reside at both the top and the bottom of the organization. According to Jelinek et al. (1986), a variety of reasons exist for blending the decision-making authority between these two levels of the organization.

1. As organizations grow in size (as measured by number of employees, number of products, number of customers, or of geographical area covered), the work of decision making becomes so large and complex that it cannot be handled by one person or a few people at the top. These decision makers must delegate or become overwhelmed.

2. People lower in the organization are closer to problems, customers, and the work itself, and hence know more accurately and sooner what needs attention, and, once they decide, the action can be taken more quickly.

3. People are motivated by having the responsibility to make decisions, and having autonomy (pp. 438-439).

To decentralize decision making, a wide array of policies, practices, and structural arrangements has to be provided to make the decentralization possible. These need to be based on the following assumptions: (a) the central authority within the organization has confidence that subordinates will make decisions in a way that supports the overall organization goals and obligations; (b) the subordinate decision makers know not only their delegated goals, but how their individual goals fit into the overall goals of the organization, and how these fit into an overall long-run strategy; and (c) subordinates will be rewarded when they perform as desired and corrected when they do not (Jelinek et al., 1986).

In talking about decentralization at General Motors Corporation, Drucker (1986) wrote:

Central management has a twofold function under a system of decentralization. It is at the same time the servant of the divisional managers, helping them to be more efficient and more successful in their autonomy, and the boss of the organization. And in this role it has to weld several hundred aggressive, highly individual, and very independent divisional top executives into one team. These two jobs are apparently contradictory but actually interdependent. Their solution is attempted in various ways: (a) through the power of central management to set the goals for each division and for the whole corporation, (b) through its power to define the limits of authority of the divisional manager and through the power to appoint and remove divisional managers, (c) through its constant check on divisional problems and progress, (d) through relieving the divisional manager of all concern with problems that are not strictly part of the process of production and selling, and (e) through offering him the best obtainable advice and help through the service staffs of central management. (p. 474)

According to Dale (1952), the degree of decentralization in an organization is the greatest when (a) there is a greater number of decisions made at lower levels of management, (b) the decisions made

lower in the management hierarchy are more important, (c) the various organization functions are more influenced by decisions made at lower managerial levels, and (d) there is less monitoring of decisions made by managerial personnel. In Dale's analysis, decentralization is the downward delegation of decision-making latitude.

The administrative and organizational structure of the Cooperative Extension Service is not as far removed as one might think from the administrative and organizational theories discussed in the literature. Extension administration exists for the purpose of guiding and facilitating the organization to meet through nonformal education the needs of the people it serves, primarily in the areas of agriculture and marketing, natural resources and public policy, home economics, and 4-H youth.

The administrative structure of the Cooperative Extension Service in Michigan would be classified as falling somewhere on the centralization-decentralization continuum. As a result, many of the costs and benefits that were discussed in the literature relating to the centralization-decentralization issue would be applicable to strengthening the organizational structure in Michigan.

Different individuals look at identical positions in different ways, depending on their association with the position and their own frame of reference at the time. Incumbents in these positions are caught in the crossfire of expectations of persons associated with them and their own perceptions of the job to be done. What they

believe the expectations of their associates are and their perceptions of their own role will greatly influence their own role behavior. Previous researchers have found role perceptions of the actors and their associates to be particularly helpful in studying administrative and organizational theory.

The literature on role theory and administrative/organizational theory has pointed out the need to explore the perceptions held by the various counter-positions most closely aligned with the focal position being studied. Therefore, in applying the literature to the study of the role of the Regional Extension Supervisor in Michigan, as the focal position in this study, it was imperative that the various counter-positions be identified which hold perceptions that would directly or indirectly influence how incumbents in the position of Regional Extension Supervisor would carry out their role in Michigan. For incumbents in any position to effectively perform their role within the organization, the literature revealed the need to identify areas in which there is role consensus and role conflict between those in the focal position and the various counter-positions in the organization.

#### Related Studies

In a study of this nature, it is essential to review the literature and examine the research that may have a bearing on the problem being investigated: the administrative role of the Regional Extension Supervisor in Michigan. For the purposes of this study, it was considered desirable to examine the following types of

literature: (a) studies dealing with the administrative role of the County Extension Director, (b) studies dealing with the administrative role of middle managers, and (c) studies dealing with the middle manager's role in general.

#### Studies Dealing With the Administrative Role of County Extension Directors

Caul (1960) conducted a study in Michigan to determine the role expectations held for the position of County Extension Director. The study involved a mailed questionnaire from the office of the Michigan Extension Director, which had been adapted from one used by Hemphill in the study of "executive positions." The 132 items, which were divided into two broad areas (items that the County Extension Director must be involved in and those that the County Extension Director might be involved in) were designed to (a) measure respondents' expectations toward the position of the County Extension Director, (b) measure the extent to which different elements were perceived to be a part of the position of the County Extension Director, (c) discriminate between expectations held for different types of responsibilities and activities, and (d) discriminate between expectations held by the different respondents.

Caul asked respondents who were County Extension Directors, County Extension Agents, Subject-Matter Specialists, and State Administrative Staff Members to record their judgments concerning the extent to which the 132 possible role-definition items were a part of the job of the County Extension Director. The questionnaire provided an opportunity for each respondent to comment about the



position of County Extension Director with respect to (a) the primary educational responsibilities of the County Extension Director, (b) his/her primary administrative functions, (c) the primary advantages of having the position of County Extension Director in Michigan, and (d) the main disadvantages of having one person in each county designated as a County Extension Director.

Caul's findings defined the role of the County Extension Director in Michigan on the basis of the respondents' rank-ordered responses. They were:

1. The educational leadership role of the County Extension Director was considered of primary importance by the entire staff.

2. The County Extension Director's finance and business management role, including the procurement of adequate funds and facilities, and the execution of the county budget was considered most significant.

3. County Extension organization and policy ranked third among the eight areas studied. All position groups agreed on the importance of the County Extension Director's concern over broad aspects of organization and policy.

4. Personnel management was thought considerably more important by administrative groups than nonadministrative groups. It was concluded that the personnel role of the County Extension Director was to make final selection of new workers in the county, aid in training county workers, look after their general welfare, and evaluate their performance.

5. County Extension direction and coordination. It was concluded that general coordination through development of a harmonious team effort is an important part of the job.

6. County Extension administrative relations. The conclusions were: (a) that persons with administrative responsibility see greater importance in the public relations role than nonadministrators, and (b) Extension administrators are concerned with their publics in the order in which they are perceived important to either their own or the agency's survival.

7. County Extension planning and programming. It was concluded that while the planning and programming role is recognized as an important responsibility, some confusion exists on the degree of importance of related activities in which the County Extension Director should engage.

8. County Extension supervision was placed by most of the respondent positions as the least important of all the County Extension Director's administrative roles.

The results of Caul's analysis of data for each of the eight administrative areas studied clearly indicated that perceived differences in importance existed. Many of the items identified in that study could have direct implications for a study of the administrative role of Regional Extension Supervisors in Michigan.

Harrison (1984) conducted a study in Michigan to define more clearly the role of the County Extension Director. The questionnaire Harrison used was similar to the one used by Caul in 1960. However, Harrison included additional items in his

questionnaire to reflect contemporary issues and additional responsibilities that the Michigan Cooperative Extension Service was facing in the 1980s. Harrison interfaced items described in the Administrative and Supervisory Standards, which were used as part of the 1981-82 Performance Appraisal System<sup>1</sup> in Michigan, with the Caul survey items as a means of expanding the scope of the County Extension Director's role expectations. The questionnaire, consisting of 172 possible role-definition items, was mailed to the following sample populations: (a) 77 County Extension Directors, (b) 89 County Extension Agents, (c) 20 State Extension Administrators, and (d) 77 county government Cooperative Extension Service contact persons. Respondents were asked to record, on an eight-point scale, their evaluations of the extent to which they perceived the role-definition item to be a part of the County Extension Director's position.

Harrison divided the 172 possible role-definition items into eight administrative areas in order to describe the administrative processes at the county level of Extension work. They were: (a) planning and programming, (b) organization and policy, (c) direction and coordination, (d) personnel management, (e) supervision, (f) business management, (g) administrative relations, and (h) educational leadership. Harrison's findings were as follows:

---

<sup>1</sup>All Board-appointed field staff members who supervised one or more paid employees were required to complete the Administrative Standards and the Supervisory Standards sections of the 1981-82 Performance Appraisal System in Michigan.

1. The business management and finance administrative process was the most important function of the County Extension Director's position, followed by educational leadership, organization and policy, direction and coordination, planning and programming, administrative relations, personnel management, and supervision.

2. The administrative process with the highest level of consensus appeared to be the business management and finance function, while the areas with the greatest number of different rankings were the administrative relations and personnel management functions (three each).

3. There were no significant differences in the consensus within each position group on the perceived expectations of the County Extension Director's position. However, there were significant differences between the County Extension Directors group and the other respondent groups on five out of eight administrative processes.

a. The County Extension Directors and the County Extension Agents had the greatest differences when dealing with the planning and programming administrative function.

b. State Administrators and County Extension Directors had the greatest differences in their views of the organization and policy administrative function.

c. County Extension Directors had the greatest differences with both the County Extension Agents and the State Extension

Administrators when considering the direction and coordination administrative function.

d. County Extension Directors and State Extension Administrators held the major differences in their views of the personnel management administrative function.

e. County Extension Directors had the greatest difference with State Extension Administrators and County Extension Agents on the importance of the supervision administrative function.

4. There was no significant difference found in identical role items in Harrison's study and the Caul study completed in Michigan in 1960.

Harrison's study would tend to indicate that all eight administrative functions studied were important. However, the business management and finance function received the most attention by the respondents in his study. The study pointed out that differences do exist in how County Extension Directors view their administrative roles as compared to the views of County Extension Agents and State Extension Administrators.

Bahram (1977) investigated the role of the local government Extension Supervisor in Afghanistan. The study was designed after similar studies conducted in the United States (Caul, Abdullah) to investigate the administrative roles of the County Extension Director and used also by Ramirez in 1961 to investigate the supervisory role in Puerto Rico. Bahram modified Caul's survey instrument to include 72 role-definition items that more clearly represented the supervisory position in Afghanistan.

The sample population used in the study included one province, with eight to ten local governments (counties) per province, being randomly selected in each of the seven major agricultural regions in Afghanistan. The data for the study were collected through face-to-face interviews using a pretested interview schedule translated into two local languages. The 158 respondents participating in the survey represented four professional groups: Directors (14), Supervisors (53), Subject-Matter Specialists (35), and Agents (56). The interview schedule used by Bahram was divided into four sections: (a) background data, (b) position responsibility items, (c) advantages and disadvantages associated with the supervisory position, and (d) in-service and formal training needs of the supervisor.

In studying the administrative role of Extension Supervisors in Afghanistan, Bahram grouped the 72 individual role-definition items according to the following eight supervisory functions used by Caul and others: planning and programming, organization and policy, direction and coordination, personnel management, supervision, administrative relations, business management, and educational leadership.

According to Bahram, the relative importance, in decreasing order of importance, of the supervisory functions of the Extension Supervisors in Afghanistan were as follows:

1. Organization and policy--All items under this function were considered to be very important by the total staff. However,

Extension Supervisors and Agents placed greater weights on most of the items as compared with Directors and Subject-Matter Specialists.

2. Business management--Generally, Supervisors and Agents had similar views on this supervisory function as compared with the other respondent groups.

3. Direction and coordination--All the items under this function were considered "very important," but their consensus scores were lower in comparison with the previous two supervisory functions.

4. Supervision--The majority of the items under this function received equal weight from the respondent groups. However, three items received significantly different responses.

5. Personnel management--Many of the items under this category invited greater controversy between the respondent groups. Compared to the other groups, Extension Supervisors placed more weight on this function.

6. Administrative relations--This function was viewed by the total staff as intermediate to its importance. The Extension Supervisors and Agents had higher consensus scores for many of the items as compared with Directors and Subject-Matter Specialists.

7. Educational leadership--All of the respondent groups attached light weight to this function. However, more than half of the items were regarded as a "substantial part" of the position by the total staff.

8. Planning and programming--This function was considered the least important by the total staff. Only one of the items included

as part of this supervisory function was considered to be "very important"; however, approximately three-fourths of the items were rated as a "substantial part" of the position.

The supervisory functions studied by Bahram that received the higher average consensus scores were organization and policies, personnel management, business management, and supervision. The average consensus scores for direction and coordination and administrative relations were considered intermediate, while the supervisory functions of planning and programming and educational leadership received lower average consensus scores from the respondent groups. The degree of consensus between Extension Supervisors and Extension Agents was higher on most of the eight supervisory functions as compared with the other two groups.

Bahram found significant differences at the .05 level between the respondent groups in their perceptions of the relative importance of the eight supervisory functions being investigated. Likewise, analysis of the data revealed similar results within the four position groups. However, the differences between the responses from the Extension Supervisors and Agents were not significant. Eighteen of the role-definition items were found to be significant at the .05 level.

This study, although not directly involved with the problem being investigated, adapted the questionnaire used by Caul in order to study the administrative role of the County Extension Director in Afghanistan. The implication from Bahram's study to the one being



investigated is that the questionnaire developed by Caul can be adapted to investigating the administrative role of other positions in Extension both in the United States and abroad.

#### Studies Relating to the Administrative Role of Middle Managers

A study by Martin and Abeysekera (1987) was designed to (a) identify the supervisory roles that should be carried out by Area Extension Directors (the middle-management position in Iowa) in the Iowa Cooperative Extension Service (ICES), (b) determine the extent to which beginning professionals needed further assistance in selected areas of their work, and (c) identify the potential in-service training needs in supervision that should be addressed. The population for their study consisted of all county Extension professionals who had been working in the ICES for 36 months or less. Their sample consisted of 56 Extension professionals.

A self-administered, fixed-response mail questionnaire consisting of 94 supervisory task statements was used in the study as the data-collection instrument. Martin and Abeysekera considered six major areas in developing the questionnaire: program development, leadership development, personnel management, orientation, evaluation, and in-service education. Respondents were asked to indicate their level of agreement with the role-expectation statement and to identify the level of further assistance they thought they needed in the particular area being evaluated.

Martin and Abeysekera concluded that beginning Extension professionals in field positions agreed that most of the supervisory

roles identified in the study were, in fact, responsibilities of their supervisors. However, four role statements were rated low: selecting instructional methods and media, establishing relationships with other organizations, using parliamentary procedures, and recognizing clients' potentials. The 14 most highly rated role expectations identified in their study for Area Supervisors in Iowa were: discussing problems in programs, identifying areas of improvement, establishing appropriate raises, explaining privileges and fringe benefits, offering encouragement or recognition, developing good relationships with workers, evaluating progress, counseling and analyzing unsatisfactory performance, notifying me regarding my level of performance, planning orientation of new professionals, explaining Extension philosophy, rules, methods, and policies, making guidebooks available, correcting violations of procedures or regulations, and interpreting and following procedures.

Martin and Abeysekera's study provided information regarding how new Extension professionals viewed the various role statements that make up an Area Extension Director's position in Iowa. The highest-rated role statements for each of the six major areas of the Area Extension Director's position, which were examined in that study, were as follows:

1. Program Development

- a. Reviewing plan of work
- b. Understanding others' problems and interests
- c. Planning and working with committees

## 2. Leadership Development

- a. Recognizing my potential
- b. Developing good communications
- c. Informing public about Extension through public presentations

## 3. Personnel Management

- a. Notifying me regarding my level of performance
- b. Counseling and analyzing unsatisfactory performance
- c. Evaluating programs

## 4. Orientation

- a. Correcting violations of procedures/regulations
- b. Interpreting and following procedures
- c. Making guidebooks available

## 5. Evaluation

- a. Identifying effective methods of evaluation
- b. Self-evaluating performance as an Extension worker
- c. Informing others of the evaluation procedures

## 6. In-service Education

- a. Setting an example in keeping up to date
- b. Planning credit courses for my professional growth
- c. Helping update my knowledge of subject matter
- d. Clarifying Extension goals and objectives
- e. Releasing research information to staff as soon as possible

Martin and Abeysekera took the study of role expectations for the Area Extension Director position in Iowa one step further by also looking at the areas in which new agents thought they needed further assistance. This knowledge should facilitate development of better and more effective supervision from the Area Extension Directors in Iowa. They also attempted to bring to light in their study the need for Extension administration to look at ways of providing supervisors with in-service opportunities that will help

match their capabilities with their supervisees' needs and expectations.

Peterson (1987) examined the strengths of the relationships between the perceptions of Extension Supervisors and County Extension Agents with regard to three supervisory behavioral orientations/leadership styles (nondirective, collaborative, and directive). The survey instrument used in that study was a respondent-administered inventory, called a Supervisory Beliefs Inventory, which was adapted to the Cooperative Extension Service from an instrument used by Tamishiro and Glickman in looking at the position of school principal.

In the study Peterson was examining two things: (a) the relationships between the perceptions of Extension supervisors' professed (actual) behavior orientation versus the desired behavioral orientations of nondirective, collaborative, and directive; and (b) the relationships between the perceptions of County Agents of their supervisors' professed (actual) and desired behavioral orientations. The sample population used by Peterson consisted of all Extension Supervisors (35) and five County Extension Agents per Extension Supervisor (180) in 11 states in the Western Extension Region of the United States: Alaska, Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

Peterson developed eight research questions, which were designed to measure the perceptions of Extension Supervisors' and County Extension Agents' actual and desired behavior orientations

for 20 supervisory responsibilities. Research Questions 1 through 6 were designed for responses from Extension Supervisors and County Extension Agents. Questions 7 and 8 were designed for responses from County Agents who held supervisory and performance-appraisal responsibilities, for the purpose of comparing their perceptions with those of County Agents who did not have these responsibilities.

Peterson's study revealed some interesting findings as they related to how Extension Supervisors' self-perceived behavioral orientation (leadership style) compared to that which was perceived by the County Extension Agents they supervised. His findings were as follows:

1. Of the 20 supervisory situations completed by Extension Supervisors, 16 were found to be significant. Extension Supervisors' desired approach to supervision was different from their self-perceived actual approach to supervision in a majority of their job responsibilities involving the supervision of County Agents.

2. The responses of County Agents regarding their supervisor's actual and desired behavior on all 20 of the supervisory situations were significant. The County Agents desired a different relationship than the relationship they perceived currently existed. They wanted a more open discussion to reconcile differences that may exist with their supervisors.

3. County Agents believed that their supervisors were collaborative 55% of the time and nondirective 40% of the time, with the

agent performance criteria being the only directive situation (5%). The County Agents desired a more collaborative behavioral orientation (leadership style) than they perceived currently existed.

4. Extension Supervisors indicated that they used a collaborative behavioral orientation with nondirective behavior as a secondary behavioral orientation. Supervisors desired changes in the behavioral orientation under which they were presently operating. County Agents perceived the actual behavioral orientation of their supervisors to be much more nondirective than Extension Supervisors perceived themselves behaving.

Peterson's study provided the vehicle for looking at the Extension Supervisor's behavioral orientation (leadership style) from not only what it is currently being perceived as, but also looking at what it should possibly be in the future. That study also provided a comparison for looking at the Extension Supervisor's behavioral orientations from the eyes of both the Supervisors and the people they supervise.

Porter (1987) investigated effective leadership styles of District Directors in the Cooperative Extension Service as perceived by County Agents in Oregon, Washington, and Idaho and by State Directors in the contiguous states west of the Mississippi. The participation of the State Directors was solicited from the 22 contiguous states west of the Mississippi to have a sufficient size population of State Directors to be statistically significant. A form of the Leader Behavior Description Questionnaire, originally

developed by Hemphill and Coons, was used to collect data from 360 Agents and 22 State Directors on their perceptions of leader characteristics that would result in the most effective District Director.

Porter's study consisted of 40 descriptive statements relating to the behavior of leaders. Fifteen statements related to the consideration dimension (person oriented), 15 statements related to initiating structure (system oriented), and 10 statements were unscored and used as a buffer. These two dimensions were defined as follows:

#### **SYSTEM ORIENTED**

Production emphasis--Applies pressure for productive output.

Initiation of structure--Clearly defines own role and lets followers know what is expected.

Representation--Speaks and acts as the representative of the group.

Role assumption--Actively exercises the leadership role rather than surrendering leadership to others.

Persuasion--Uses persuasion and argument effectively; exhibits strong convictions.

Superior orientation--Maintains cordial relations with superiors, has influence with them, and strives for higher status.

#### **PERSON ORIENTED**

Tolerance of freedom--Allows staff members scope for initiative, decision, and action.

Tolerance of uncertainty--Is able to tolerate uncertainty and postponement without anxiety or upset.

Consideration--Regards the comfort, well-being, status, and reduces disorder to system.

Demand reconciliation--Reconciles conflicting demands and reduces disorder to system.

Predictive accuracy--Exhibits foresight and ability to predict outcomes accurately.

Integration--Maintains a close-knit organization and resolves inter-member conflicts.

The findings reported in Porter's study concerning the perceptions held by County Agents and State Extension Directors toward effective leadership characteristics of District Directors in the Cooperative Extension Service were as follows:

1. There was a significant difference in agents' and administrators' perceptions of the factors that indicate an effective leader on 3 of the 30 scored items in the study. One item on the Consideration subscale (#4--trying out new ideas with agents) and two items on the Initiating Structure subscale (#38--getting agent approval in important matters before going ahead and #23--treating all agents as equals) were perceived as being more appropriate by State Directors than by Agents.

2. There was a significant difference between males' and females' perceptions; more males than females thought consideration is more important for effective leadership.

3. There was a significant difference in the influence of age and state of residence on the Extension Agents' perceptions of an effective leader. More tenured Agents and Agents from Idaho and Oregon thought consideration to be the more important leadership style.



4. Some characteristics of effective leadership were perceived to be significantly more important than others. The following items were ranked by 75% or more of the Agents and State Directors as always and often being a desirable characteristic of a District Director:

Consideration Dimension (Person Oriented)

- Makes his/her attitudes clear to the Agents
- Maintains definite standards of performance
- Encourages the use of uniform procedures
- Makes sure that his/her part in the organization is understood by Agents
- Asks that Agents follow standard rules and regulations
- Lets Agents know what is expected of them
- Sees to it that Agents are working up to capacity
- Sees to it that the work of Agents is coordinated
- Tries out his/her new ideas with Agents (identified only by State Directors as being important)
- Emphasizes the meeting of deadlines (identified only by State Directors as being important)

Initiating Structure Dimension (System Oriented)

- Is easy to understand
- Finds time to listen to Agents
- Refuses to explain his/her actions (seldom or never a desirable characteristic)
- Backs up the Agents in their actions
- Is willing to make changes
- Is friendly and approachable
- Makes Agents feel at ease when talking with them
- Keeps to himself/herself (identified as an undesirable trait by Extension Agents)
- Treats all Agents as his/her equal (identified only by the Extension Agents)

Studies Relating to the Middle  
Manager's Position in General

A study often quoted in the literature dealing with the role of Extension Supervisors was conducted by Kosoko at The Ohio State University in 1980. Kosoko sought to describe the role of the

Extension Supervisor in the Washington Cooperative Extension Service in terms of their program-development function. The sample population used in the study consisted of those positions in the Extension organization who had direct contact or interaction with the Extension Supervisors (less the Director and Associate Director). They were: State Program Leaders (4), Extension Specialists (65), Extension Supervisors (6), Area Extension Agents (46), Department Chairpersons (12), County/Area Chairpersons (36), and County Extension Agents (71).

Kosoko used a survey instrument that was divided into three parts:

1. Part one identified the perceptions being held regarding the importance and the extent to which Extension Supervisors perform various program-development tasks. That section of the questionnaire looked at 43 program-development tasks in the areas of program determination, program strategy, program implementation, and program evaluation.

2. Part two consisted of 14 questions, developed by Keffer, that measured the respondents' degree of job satisfaction.

3. Part three related to specific demographic characteristics of the respondents in this study.

Kosoko's study revealed that the program-development function of Extension Supervisors was considered to be very important or most important. Although he found similar perceptions being held by the respondent groups concerning the importance of the role of the

District Supervisor in program development, Kosoko noted that Supervisors, Program Leaders, Department Chairpersons, and Specialists consistently rated the program-development function of Extension Supervisors higher in importance than did Area Agents, County Agents, or County Chairpersons.

The respondents in the Kosoko study thought that Extension Supervisors were performing the program-development function of their position fairly well (rated three on a five-point scale). However, County Chairpersons, Department Chairpersons, Supervisors, and Program Leaders consistently rated the Extension Supervisor's performance on the tasks slightly higher than did Area Agents, County Agents, and Extension Specialists.

Based on the findings in his study, Kosoko raised the question concerning how well the various respondent groups really knew the role of Extension Supervisors. He recommended that similar research be conducted on the Extension Supervisor's other areas of responsibilities (i.e., finance, personnel, and public relations) to determine the perceptions of Extension personnel regarding the total responsibilities of the Extension Supervisor's position.

Kosoko's study provided the basis for exploring not only the importance of the program-development function of the Extension Supervisor's position in the Washington Cooperative Extension Service, but also provided information concerning how those closest to the Extension Supervisor position in that state perceived the function was being carried out by the Extension Supervisors.

As part of a study leave from his position as Regional Director of the Illinois Cooperative Extension Service, Hoelscher (1983-1984) investigated the in-service education needs of middle managers in the Cooperative Extension Service. The study involved conducting face-to-face interviews with staff in 15 counties in seven of the North Central Extension Region states (Iowa, Minnesota, South Dakota, Nebraska, Kansas, Michigan, and Ohio), as well as contacting by mail selected staff in the remaining five states (Illinois, North Dakota, Wisconsin, Missouri, and Indiana). The sample population in his study included the following groups: middle managers (15/17) (by personal interview/by mail), field staff (44/29), Directors (4/1), Associate Directors (6/1), Assistant Directors (15/2), Personnel Officers (2/1), and Staff Development personnel (4/0). The questions Hoelscher used were generally open ended to allow for free flow of thought. All questions were designed to determine what was needed to help middle managers do the best job possible. However, one question was uniform for the three groups in his study: "What are the four most important skills a middle manager should have?"

The findings reported in Hoelscher's report are as follows:

1. The three respondent groups involved in the study showed a high degree of agreement on the skills middle managers should have. The following skills, summarized in Table 2, were ranked somewhere in the top ten by all three respondent groups: communication, counseling, listening, conflict management and team building,

leadership, program development and management, and human relations and motivation.

Table 2.--Four most important skills a middle manager should have.

Field Staff	Middle Managers	Other Administrators
1. Communications	1. Communications	1. Communications
2. Counseling	2. Counseling	2. Pers. selection & training
3. Listening	3. Listening	3. Personnel mgt.
4. Leadership	4. Empathy	4. Prog. development & management
5. Evaluation of staff	5. Conflict mgt./ team building	5. Listening
6. Prog. development & management	6. Time management	6. Counseling
7. Conflict mgt./ team building	7. Leadership	7. Organizational
8. Empathy	8. Personnel mgt.	8. Leadership
9. Human relations & motivation	9. Human relations & motivation	9. Human relations & motivation
10. Organizational	10. Prog. development & management	10. Conflict mgt./ team building

Source: Hoelscher (1983-1984), p. 7.

2. The most important tasks middle managers perform were viewed similarly by field staff and other administrators eight times in the top ten. The interesting thing noted in this study was that personnel selection showed up as number 10, whereas the other administrators rated it as the number-one task of the middle manager. Table 3 summarizes the most important tasks performed by middle managers from the perspective of field staff and other state-level administrators.

Table 3.--Most important tasks middle-managers perform, as perceived by field staff and other state-level administrators.

Field Staff	Other State-Level Administrators
1. Financial (county budgets & salary determination)	1. Pers. selection, employment, & orientation
2. Performance evaluation	2. Program development process guidance
3. Provide staff guidance & training	3. Performance appraisal
4. Counseling	4. Public relations
5. Supporting field staff	5. Counseling
6. Liaison with state office	6. Directing staff development & growth
7. Orientation of councils/boards	7. County budget development & monitoring
8. Public relations	8. Representing Director
9. Program development guidance	9. Program evaluation
10. Personnel selection	10. Interpretation of field staff & administration needs

Source: Hoelscher (1983-1984), Tables 5 and 6.

3. Middle managers perceived their greatest strength to be in working with staff. Specifically, the following items were identified as being their strengths: people skills, understanding of field staff position, empathy, organization, communications, program development, optimism, dedication to Extension, counseling/listening, and objectivity.

4. The top ten in-service education program needs (in rank order) identified by middle managers coincided with the skills needed, as perceived by the three respondent groups. The in-service

needs that were identified were handling conflict and team building; staff evaluation and effective use of evaluation; counseling; program development; time and stress management; public relations with agencies, local government, and key people; motivation; communications; listening; and personnel selection and orientation.

5. The most effective in-service education methods identified to address these in-service needs were seminars/workshops, directed self-study, and internships. Eighty-four percent of the middle managers indicated that seminars/workshops were the best educational method for meeting their in-service needs.

6. The responses of middle managers when asked what they most liked and least liked about their positions are summarized in Table 4. Dealing with low performers was cited by as many respondents as the next two items combined. Half the respondents mentioned seeing staff grow and succeed as the most liked part of their position.

Table 4.--Items most liked and least liked about the middle-management position.

Most Liked Items	Least Liked Items
1. Seeing staff grow/succeed	1. Dealing with low performers
2. Working with staff	2. Personnel appraisal
3. Program leadership	3. Financial responsibilities/ uncertainties
4. Personnel management	4. Political problems
5. Flexibility and freedom	5. Vise effect (state-county)
6. Influence at state and district levels	6. Conflict management

Source: Hoelscher (1983-1984), Tables 14 and 15.

7. The perceptions of state-level administrators (in rank order) regarding future changes in the middle manager's position can be summarized as follows:

- a. Greater need to emphasize staff development, especially for new staff with diverse backgrounds.
- b. Integrating new technology into program.
- c. Stronger leadership in program evaluation and accountability.
- d. Changing mix of staff will require more people skills.
- e. Difficult decisions on staff changes to accommodate new audiences within context of fund restraints.
- f. More attention to civil rights.
- g. More involvement in program development.
- h. More pressure in the position.

The items identified in Hoelscher's study provided excellent information for exploring not only the in-service needs of middle managers but also the more generic study of the role expectations that are held regarding the middle manager's position in the Cooperative Extension Service. That study is of particular interest to the problem being investigated in that Hoelscher's study included Michigan as part of his sample population.

Barber (1989) studied the occupational stressors and work-behavior types of Cooperative Extension mid-managers using the Occupational Stress Inventory (OSI) and the Marcus Paul Placement Profile (MPPP). One hundred twenty-four mid-managers in the



Cooperative Extension Service throughout the nation were randomly selected to participate in the study. The participants used in the sample population were contacted through the mail by the Dean of the Cooperative Extension Service in Florida, seeking their participation in the study.

The results of the study showed less role difference between Cooperative Extension Service mid-managers and the normal population. The participants in the Barber study showed less role-boundary stress but more role-responsibility stress than the normal population. The relationship between gender and the OSI scales of role overload and role responsibility were found to be statistically significant. Females showed higher stress levels on these two stress scales than did males.

The mid-managers participating in Barber's study were more evenly divided among the four work-behavior types (energizers, inducers, concentrators, and producers) being analyzed than in previous studies. Concentrators predominated, followed by producers, inducers, and energizers. Barber found a significant relationship to exist between energizers and role insufficiency. As energizers' scores increased, the stress score on role insufficiency for those individuals also increased.

A study indirectly related to the present one was conducted in Texas by Asngari (1981). Asngari investigated, through the use of a written questionnaire, the perceptions of District Extension Directors and County Extension Agent Chairmen (a position similar to the County Extension Director in Michigan) regarding the roles and

functions of the Texas Agricultural Extension Service. That study was designed to investigate the perceptions regarding the roles and functions of the Texas Agricultural Extension Service, unlike the other studies that were designed to investigate perceptions regarding the roles of a given position within the Extension Service. The survey instrument used in the Asngari study consisted of 40 items that were developed with reference to four major topics: Extension philosophy, Extension objectives, program contents, and Extension methodology. The survey population used for Asngari's study included all of the 27 District Extension Directors and 238 County Extension Agent Chairmen (including 14 County Extension Agent Supervisors).

Most of the District Extension Directors and the County Extension Agent Chairmen had similar views concerning all of the four major areas being investigated. Asngari, however, found firm perception differences existed, although not statistically significant, regarding the roles and functions of the Texas Agricultural Extension Service.

In reviewing the literature regarding studies of middle-management positions within the Cooperative Extension Service, it was evident that little had been done by previous researchers to investigate the role of middle-management positions within the organization. Therefore, to prepare for the problem being investigated in this study, a letter was sent, followed by a telephone call, to the Associate Director of Extension in each of

the remaining 11 states that make up the North Central Extension Region, soliciting (a) the job description for the mid-management position in their respective state and (b) a copy of the organizational chart for the Cooperative Extension Service in their state. Responses were received from the following states, in addition to the materials from Michigan: Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. In reviewing the various position descriptions and organizational charts, the following is summary information about the mid-management positions in the North Central Extension Region of the United States:

1. The job titles given the mid-management positions in the North Central Region are (a) District Directors (Indiana, Minnesota, Nebraska, North Dakota, Ohio, and Wisconsin), (b) Regional Directors (Illinois and Missouri), (c) Regional Extension Supervisors (Michigan), (d) Area Directors (Iowa and Kansas), and (e) District Extension Supervisors (South Dakota).

2. Mid-management positions in the North Central Region administratively report to the following people: (a) the Director of Extension (Illinois, Iowa, Kansas, Nebraska, North Dakota, Ohio, and South Dakota), (b) the Associate Director of Extension (Indiana, Michigan, and Minnesota), (c) the Dean of Extension (Wisconsin), and (d) the Assistant Vice-President for Extension (Missouri).

3. Position postings for mid-management positions in the North Central Region require the following degrees: (a) doctorate required (Missouri and Nebraska), (b) master's degree required/

doctorate preferred (Illinois and South Dakota), and (c) master's degree required (Indiana, Iowa, Kansas, Michigan, Minnesota, North Dakota, Ohio, and Wisconsin).

4. Position postings for mid-management positions in the North Central Region stipulate (a) field experience is required (Kansas), (b) field experience is desirable/preferred (Illinois, Missouri, North Dakota), (c) Cooperative Extension Service experience is required (Indiana, Michigan, Ohio, South Dakota, and Wisconsin), (d) Cooperative Extension Service experience is preferred (Minnesota), and (e) Extension experience or its equivalent is required (Iowa and Nebraska).

5. Cooperative Extension Service organizational charts in the North Central Region place the mid-management positions (a) with the same direct line of authority to the Director as the Assistant Directors/Program Leaders and other administrative team/cabinet positions (Illinois, Indiana, Iowa, Kansas, Nebraska, North Dakota, Ohio, and South Dakota), and (b) with an indirect line of authority to the Director that first passes through another level in the organization (Michigan, Minnesota, Missouri, and Wisconsin). The issue raised in some of the states surveyed concerned administrative versus program authority in the organization. This split in authority was not clear enough in the materials reviewed from the 12 states in the North Central Extension Region to report in this study.

The studies reviewed in this section of Chapter II related to the theories on roles and, more specifically, the theories dealing with role consensus and role conflict. Incumbents in a given position perform their roles according to their own expectations as well as the expectations of the other counter-positions within their organization. The studies that have been done in Extension to investigate a particular position within the organization have identified role conflicts existing between the incumbents' perceptions and those of the various counter-positions within the organization. This raises questions as to whether there is role consensus or role conflict with regard to the Regional Extension Supervisor's position within Michigan's Extension organization. Likewise, the studies that have been undertaken to date have been able to define the positions being investigated according to the perceptions held for those positions by the various counter-positions within their organizations. This raised a question for the present study concerning how the role of the Regional Extension Supervisor is perceived to be functioning currently in Michigan by the various counter-positions in the organization, as well as how it is perceived that the position should be performed.

### Summary

This chapter has been an attempt at systematically reviewing the literature in the areas of role theory, administrative/organizational theory, and research on the administrative roles of middle managers in the Cooperative Extension Service. The first

portion of the chapter dealt with a review of role theory. The second part consisted of a systematic review of the literature pertaining to administrative/organizational theory. The last part of the chapter dealt with related studies that looked at the administrative role of County Extension Directors, the administrative role of middle managers, and studies relating to the middle-management role in the Extension organization in general. Clearly, there was a lack of related studies available that focused on the perceptions being held regarding the mid-manager's total role expectations within the Extension organization.

## CHAPTER III

### PLANNING AND CONDUCTING THE STUDY

#### Planning the Study

In planning a study of this size and scope, it was critical to follow specific procedures that are recognized in the literature 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 dealt with the administrative role of the Regional Extension Supervisor in Michigan, it was essential to review the literature pertaining to (a) research related to role theory, (b) research related to administrative/organizational theory, and (c) studies related to the problem being investigated.

#### Preparing the Questionnaire

The survey instrument used was similar in design to the one used in Michigan by both Caul (1960) and Harrison (1984) to investigate the administrative role of the County Extension Director. This questionnaire had been 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 for measuring executive positions in industry, it was designed that the questions would (a) measure respondents' expectations toward the position of Regional Extension Supervisor, (b) measure the extent to which different elements were perceived to be a part of the position of Regional Extension Supervisor, (c) discriminate between expectations held for different types of responsibilities and activities, and (d) discriminate between expectations held by different respondents.

Many of the role-definition items included in both the Caul (1960) and Harrison (1984) studies reflect items for which the Regional Extension Supervisor in Michigan has similar responsibilities. However, additional items were included in the questionnaire used in this study to strengthen the instrument and more accurately describe the role of the Regional Extension Supervisor in Michigan. The additional items included in the survey instrument were obtained from (a) a handout describing the role of Regional Supervisors (Gillespie, 1988a, pp. 1-4), (b) suggestions made by those individuals field testing the original questionnaire, (c) questions used by Hoelscher (1983-1984) when investigating Extension middle-management positions, and (d) items gleaned from the position descriptions of middle managers in other states in the North Central Extension Region.

The survey questionnaire was divided into three sections. Section I focused on the respondents' perceptions of activities that



may describe something with which a Regional Extension Supervisor must be concerned, be responsible for, or oversee the matter described in the statement as the position as it is currently being performed and as it should be performed. In Section II, background information was collected on the respondents in the study. In Section III, additional comments were sought concerning (a) the four most important skills needed by Regional Extension Supervisor, (b) the four most important tasks to be performed by Regional Extension Supervisors, and (c) other comments the respondents wanted to make.

Respondents were asked to record, on a five-point scale, the extent to which they perceived the role-definition item to be a responsibility of the Regional Extension Supervisor (a) as it is currently performed in Michigan and (b) as it should be performed in the Extension organization. The five labels used to describe their level of involvement with each of the 114 role-definition items were:

- None: The Regional Extension Supervisor has no responsibility for the activity.
- Minor: The Regional Extension Supervisor is responsible for a minor portion of the activity; another position in the CES organization is responsible for the major share.
- Shared: The Regional Extension Supervisor shares equally the responsibility for the activity with another position in the organization.
- Major: The Regional Extension Supervisor has responsibility for the activity while another position in the organization is responsible for a minor share.
- Complete: The Regional Extension Supervisor is the only position in the organization responsible for this activity.

The original questionnaire was pilot tested with persons representative of the six position groups to be surveyed in order to test the validity and reliability of the instrument. (See letter to field-test group in Appendix A.) The information received from the field-test group was used to clarify the individual role-definition items and ensure that all aspects of the position were adequately being analyzed. Fifty-seven retired and former Extension employees were asked to pretest the questionnaire. Thirty-seven (65%) responded, representing the following respondent groups: 4 para-professionals, 7 County Extension Agents, 10 County Extension Directors, 3 Extension Specialists, 11 Administrative Program Team members, and 2 Regional Extension Supervisors. Changes were recommended in two areas. The wording on some of the role-definition items was made clearer, and additional items were suggested for inclusion in the Personnel Management part of the questionnaire to better reflect the Regional Extension Supervisor's role in handling the performance-appraisal process and personnel problems/staff conflict.

The final version of the questionnaire consisted of 114 possible role-definition items in Section I, used to define the Regional Extension Supervisor position as it is currently performed in Michigan and as it should be performed in the Extension organization (see Appendix B). The questionnaire also provided an open-ended opportunity, in Section III, for respondents to identify the four most important skills a person in the position of Regional

Extension Supervisor should have, as well as the four most important tasks he/she should be performing. Section III of the questionnaire was conceptualized from the Hoelscher (1983-1984) study of middle managers' in-service needs.

Cronbach's alpha test, one of the most commonly used reliability coefficients, was used to test the reliability of the instrument. Each of the eight administrative functions used to test perceptions of the Regional Extension Supervisor's role in Michigan as the position was perceived to be currently performed, as it should be performed, and the mean difference between the two, had Cronbach alpha scores of at least .8445, as seen in Appendix C.

#### Selecting the Population and the Respondent Groups

The position of Regional Extension Supervisor is a middle-management position in Michigan's Cooperative Extension Service that interacts either directly or indirectly with a variety of other positions in the Extension organization. Because the problem being investigated was concerned with the expectations held by significant others in the Extension organization for the administrative role of the Regional Extension Supervisor, it was decided to include the following groups in the study population: Extension paraprofessionals, County Extension Agents, County Extension Directors, State Extension Specialists, the Extension's Administrative Program Team, and the Regional Extension Supervisors themselves.

Individuals who had been employed fewer than six months with the Michigan Cooperative Extension Service were eliminated before

selecting the sample. The eligible population was determined to be 171 Extension paraprofessionals, 186 County Extension Agents, 80 County Extension Directors, 152 State Extension Specialists, 42 Administrative Program Team members, and 6 Regional Extension Supervisors. Because the University and the Extension organization in Michigan were both entering a period of uncertainty at the time of this study, which involved taking an in-depth look at itself, a decision was made to include the entire eligible population in the sample.

The identification and selection of Extension paraprofessionals created somewhat of a problem. This was due to the lack of information on county-funded paraprofessional positions. The Personnel Services office in the College of Agriculture and Natural Resources (ANR) maintains records on individuals paid with University dollars, but not county-funded employees. To more accurately identify the population of Extension employees at the county level, (a) a COMNET MAIL (C-Mail) message was sent to all counties on October 18, 1988, requesting the names and position titles of any county-funded paraprofessionals who were not funded through a grant to the University; (b) the Expanded Food and Nutrition Education Program office was contacted to obtain a list of their EFNEP employees at the county level, and (c) the state 4-H office was contacted for a list of their county-funded 4-H Program Assistants. The information gained from these additional sources

was pooled with the information received from the ANR Personnel Services office, to arrive at the eligible population for the study.

Because the acting Regional Extension Supervisor in the Upper Peninsula Region was the principal investigator in this study, a decision was made to include the former Regional Extension Supervisor from the Upper Peninsula, who had been out of the position for only nine months, in the study to keep the population of Regional Extension Supervisors at six. Because the principal investigator of this study directly supervised the respondents from the Upper Peninsula, they were advised not to respond to any of the demographic questions they thought could clearly identify their responses to the investigator of this study.

Before the study was conducted, approval to conduct the study was sought from the Extension administration in Michigan, as well as the University Committee on Research Involving Human Subjects (UCRIHS). The letter of approval from the UCRIHS is included in Appendix A.

### Conducting the Study

#### Securing Responses to the Questionnaire

Two sets of mailing labels for the University-funded Extension respondents were obtained from the ANR Personnel Services office at Michigan State University. Additional labels were typed for the county-funded positions, as were any labels missing from those received from the University. One complete set of labels was used for the initial mailing, whereas the second set was used for

necessary follow-up mailings. Letters of endorsement, encouraging the participation of respondents, were sent by the Associate Director for Programs, Michigan Cooperative Extension Service, to County Extension Directors, State Extension Specialists, and administrative and program staff (see Appendix A). A cover letter on the Director's stationery was sent with the questionnaire to respondents from each of the six Cooperative Extension Service groups (see Appendix A). All respondents were asked to return the completed questionnaire in the pre-addressed, stamped envelope that was provided.

The first mailing was sent the second week of December 1988, to reach the respondents before their winter educational meeting schedule became heavy. Traditionally, the time around Christmas and New Year's is a period when many staff members get caught up on their paper work. The response to the first mailing was 32.2% for Extension paraprofessionals, 55.9% for County Extension Agents, 66.3% for County Extension Directors, 43.4% for Extension Specialists, 47.6% for Administrative Program Team members, and 100% for the Regional Extension Supervisors respondent group.

To provide a method for follow-up, a coding system was established. Questionnaires were coded using the following system: numbers 001-199 for Extension paraprofessionals, numbers 201-399 for County Extension Agents, numbers 401-499 for County Extension Directors, numbers 501-699 for Extension Specialists, numbers 701-799 for Administrative Program Team members, and numbers 801-806

for the Regional Extension Supervisors. Respondent numbers were destroyed on the questionnaire and a new identification number assigned as soon as the respondent position was verified according to the pre-assigned code number.

A follow-up message (see Appendix A) was sent to all Extension staff using C-Mail in mid-January to remind them to return the questionnaire. 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. The follow-up message mistakenly was sent to everyone at least twice, due to a breakdown in the system during the week the message was sent. A follow-up letter (see Appendix A), with a second questionnaire, was mailed in early February to all nonrespondents.

The data in Table 5 show the cumulative number and percentage of responses by specific respondent positions. Regional Supervisors had the highest percentage of returned surveys (100%); however, only five (83.3%) were identifiable as being in this respondent group after the original identification code number was removed. The Administrative Program Team had the highest identifiable response rate, with 90.5% of the questionnaires being returned, whereas County Extension Directors had an 85% return rate. The lowest return rate, 55.9%, was received from Extension Specialists, followed by Extension paraprofessionals with a 73.1% return rate.

Table 5.--Number of respondents by position: Michigan, 1989.

Position Group	Number Surveyed	Response 1st Mailing		Cumulative Response Follow-Up		Cumulative Response 2nd Mailing	
		No.	%	No.	%	No.	%
Paraprofessionals	171	55	32.2	57	33.3	115	73.1
County Extension Agents	186	104	55.9	105	56.5	152	81.7
County Extension Directors	80	53	66.3	57	71.3	68	85.0
Extension Specialists	152	66	43.4	66	43.4	85	55.9
Administrative Program Team	42	20	47.6	21	50.0	38	90.5
Regional Extension Supervisors	6	6	100.0	6	100.0	6 <sup>a</sup>	100.0
Total	637	304	48.3	312	49.5	474	74.4

Note: The overall response rate for the four respondent groups (County Extension Agents, County Extension Directors, Administrative Program Team members, and the Regional Extension Supervisors) most familiar with the role of the Regional Extension Supervisor in Michigan was 84.1%.

<sup>a</sup>Only five of the Regional Extension Supervisors' questionnaires could be identified as this respondent group after the original identification number was removed.



The low rates of return from Extension paraprofessionals and Extension Specialists may have been due in part to their overall lack of knowledge concerning the Regional Extension Supervisor's role in the Extension organization. It was established that the Regional Extension Supervisors, the Administrative Program Team, the County Extension Directors, and the County Extension Agents are the positions within the Extension organization most familiar with the Regional Extension Supervisor's position in Michigan. However, the 74.4% overall response rate was within the levels suggested by Wiersma (1975) as an acceptable minimum rate of return. The 84.1% overall response rate for the four respondent groups most familiar with the Regional Extension Supervisor's role was within the 80% to 90% levels suggested by Kerlinger (1973) for making valid generalizations.

#### Processing the Data

The data on returned questionnaires were keypunched and stored onto a 5.25-inch floppy diskette using the StatPac Gold program (Walonick, 1986). Analysis of the data was done using both the Statpac Gold program and by transferring the data to the Michigan State University IBM 3090 computer and analyzing the data through the use of the Statistical Package for the Social Sciences (SPSS) computer program.

### Analyzing the Data

In light of the general purposes and basic hypotheses of this study, the following statistical procedures were used to test the specific research questions being investigated in this study:

1. The Friedman analysis of variance test was used to test whether there were significant differences in the perceived expectations held for the various administrative functions of the Regional Extension Supervisor's position as it is currently performed and as it should be performed in Michigan, as perceived by the various respondent groups.

2. The Bartlett homogeneity of variance test was used to test whether there were significant differences in the consensus within each position group on the perceived expectations held for the various administrative functions of the Regional Extension Supervisor's position as it is currently performed and as it should be performed in Michigan.

3. The Friedman analysis of variance test was used to test whether there were significant differences between the Regional Extension Supervisor group and each of the other respondent groups on the perceived expectations held for the administrative functions of the Regional Extension Supervisor's position as it is currently being performed and as it should be performed in Michigan.

4. The paired t-test was used to test whether there were significant differences between how the Regional Extension Supervisor group and each of the other respondent groups perceived the administrative functions of the Regional Extension Supervisor's

position are currently being performed and how they perceived the Regional Extension Supervisors should be performing the administrative functions in Michigan.

5. The Friedman analysis of variance test was used to test whether there was a significant measurable association between the perceived expectations held for the eight administrative functions as they are currently being performed and as they should be performed in Michigan, and the respondents' gender, age, formal education, years employed by the Cooperative Extension Service, years in present position, region/campus affiliation, size of county staff, amount of normal contact, type of normal contact, and percentage of time spent on administration.

#### 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 being held for the 114 selected administrative responsibilities and activities considered possible parts of the role of the Regional Extension Supervisor in Michigan as the position is currently performed (1988-89) and as it was perceived that it should be performed in the Extension organization. These data were analyzed by six position groups and classified into eight administrative functions, using a five-point scale: 1 = "None, the Regional Extension Supervisor has no responsibility for this activity"; 2 = "Minor, the Regional Extension Supervisor is responsible for a minor portion of the activity, another position in the CES organization is responsible for the major share"; 3 = "Shared, the Regional Extension Supervisor shares equally the responsibility for the activity with another position in the organization"; 4 = "Major, the Regional Extension Supervisor has responsibility for the activity while another position in the organization is responsible for a minor share"; and 5 = "Complete, the Regional Extension Supervisor is the only position in the organization responsible for this activity."

The six position groups used for the analysis and comparisons were Extension paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, the Administrative Program Team, and the Regional Extension Supervisors themselves.

#### Research Questions and Relevant Data

In light of the general purposes and basic hypotheses of this study, the following specific research questions and relevant data are pertinent and relative.

1. Are there significant differences in the perceived expectations held for the various administrative functions of the Regional Extension Supervisor's position as it is currently performed and as it should be performed in Michigan, as perceived by the various respondent groups? The data relevant to this question were acquired by calculating a mean response score for each of the eight administrative functions of the Regional Extension Supervisor's position in Michigan, ranking them, and applying the Friedman analysis of variance test.

2. Are there significant differences in the consensus within each position group on the perceived expectations held for the various administrative functions of the Regional Extension Supervisor's position as it is currently being performed and as it should be performed in Michigan? The data relevant to this question were acquired by calculating the mean response score and standard deviation of the mean response score on each role-definition item,

classifying them into eight administrative functions, and applying the Bartlett homogeneity of variance test.

3. Are there significant differences between the Regional Extension Supervisor group and each of the other respondent groups on the perceived expectations held for the administrative functions of the Regional Extension Supervisor's position as it is currently being performed and as it should be performed in Michigan? The data relevant to this question were acquired by calculating the mean response scores of each position group for each of the eight administrative functions and applying the Friedman analysis of variance test.

4. Are there significant differences between how the Regional Extension Supervisor group and each of the other respondent groups perceived the administrative functions of the Regional Extension Supervisor's position are currently being performed and how they perceived the Regional Extension Supervisors should be performing the administrative functions in Michigan? The data relevant to this question were acquired by calculating the mean difference response scores (the value arrived at by taking the difference from the mean response score as the position is currently performed and the mean response score as the position should be performed) of each position group for each of the eight administrative functions and applying the Friedman analysis of variance test.

5. Is there a measurable association between the perceived expectations held for the eight administrative functions as they are currently being performed and as they should be performed in

Michigan, and the respondents' gender, age, formal education, years employed by the Cooperative Extension Service (CES), years in present position, region/campus affiliation, size of county staff, amount of normal contact, type of normal contact, and percentage of time spent on administration? The data relevant to this question were acquired by clustering the respondents into reasonable and logical group sizes by each demographic item, calculating the mean responses for the eight administrative functions, and applying the Friedman analysis of variance test.

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

Nine characteristics were selected as the independent variables to describe the respondents in each of the six position groups, and one additional independent variable was used to describe the respondents who were in county Extension positions. The nine common characteristics were gender, age, formal education, years employed by the CES, years in present position, region/campus affiliation, normal amount of contact with Regional Extension Supervisors, and amount of time spent on administration. These are presented in Tables 6 through 14. The one additional characteristic for county-based staff was size of county staff; that is presented in Table 15.

The data in Table 6, which represents the gender of the respondents, indicate that more than 50% of the respondents were female. However, the distribution of respondents by gender ranged from 3.2% of the Extension paraprofessionals being male to 11.3% of

Table 6.--Gender of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, Administrative Program Team, and Regional Extension Supervisors in this study: Michigan, 1989.

Gender	Respondent Group															
	PA		CEA		CED		SPEC		APT		RS		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	4	3.2	66	43.4	48	77.4	66	79.5	17	44.7	4	80.0	1	11.1	206	43.5
Female	118	94.4	77	50.7	7	11.3	17	20.5	21	55.3	1	20.0	2	22.2	243	51.3
N.R.	3	2.4	9	5.9	7	11.3	0	0	0	0	0	0	6	66.7	25	5.2
Total	125	100.0	152	100.0	62	100.0	83	100.0	38	100.0	5	100.0	9	100.0	474	100.0

Note: N.R. = no response.



the County Extension Directors and 20.5% of the Extension Specialists being female. Eighty percent of the Regional Extension Supervisor were male, whereas County Extension Agents and the Administrative Program Team members were more equally divided.

The data in Table 7 indicate that the 474 respondents ranged in age from 26 to 55 years. Slightly less than 2% were 25 years of age and younger; 8.6% were 56 years of age and older.

There was a difference in age make-up of the six position groups. The majority of the Regional Extension Supervisors were between 36 and 45 years; 74.2% of the County Extension Directors, 69.4% of the Extension Specialists, and 84.2% of the Administrative Program Team were between 36 and 55 years; 65.8% of the County Extension Agents were in a younger grouping of 26 to 45 years, whereas the paraprofessionals were fairly well distributed in all age categories. Further, only 8.1% of the County Extension Directors, 9.6% of the Extension Specialists, and 7.9% of the Administrative Program Team were 35 years or younger, whereas 32.9% of the County Extension Agents and 21.6% of the paraprofessionals were in this age category.

Forty percent of the Regional Extension Supervisors, 43.5% of the County Extension Directors, 49.4% of the Extension Specialists, and 47.4% of the Administrative Program Team were 46 years or older, as compared to only 27.2% of the paraprofessionals and 26.3% of the County Extension Agents being in this age category.

Table 7.--Age of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, Administrative Program Team, and Regional Extension Supervisors in this study: Michigan, 1989.

Age	Respondent Group															
	PA		CEA		CED		SPEC		APT		RS		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
25 years & under	6	4.8	2	1.3	0	0	0	0	0	0	0	0	0	0	8	1.7
26-35 years	21	16.8	48	31.6	5	8.1	8	9.6	3	7.9	0	0	0	0	85	17.9
36-45 years	30	24.0	52	34.2	23	37.1	29	34.9	16	42.1	3	60.0	1	11.1	154	32.5
46-55 years	20	16.0	31	20.4	23	37.1	29	34.9	16	42.1	2	40.0	1	11.1	122	25.7
56 years & over	14	11.2	9	5.9	4	6.4	12	14.5	2	5.3	0	0	0	0	41	8.6
Not given	34	27.2	10	6.6	7	11.3	5	6.0	1	2.6	0	0	7	77.8	64	13.5
Total	125	100.0	152	100.0	62	100.0	83	100.0	38	100.0	5	100.0	9	100.0	474	100.0

Note: N.R. = no response.

The data in Table 8 indicate that differences in the amount of formal education were also evident between the six position groups studied. The Regional Extension Supervisors all held at least master's degrees; one had a doctorate. Fifty percent of the paraprofessionals did not have a college degree, whereas 75.8% of the County Extension Directors, 96.4% of the Extension Specialists, and 86.8% of the Administrative Program Team held at least master's degrees. Further, only 1.6% of the paraprofessionals, 3.9% of the County Extension Agents, and 4.8% of the County Extension Directors held degrees beyond the master's degree level, as compared to 79.5% of the Extension Specialists and 49.4% of the Administrative Program Team. These differences in the amount of formal training indicate the need for Regional Extension Supervisors to possess the ability to communicate to individuals at varying levels of education.

The data in Table 9 indicate that the years employed by the Cooperative Extension Service was greatest among the County Extension Director respondents. Whereas 50% of the County Extension Directors had worked in Extension for 16 years or more, only 8% of the paraprofessionals, 25% of the County Extension Agents, 36.1% of the Extension Specialists, and 31.5% of the Administrative Program Team had this amount of experience. Paraprofessionals, County Extension Agents, and Extension Specialists represent the three respondent groups with the largest percentages of new staff, with 36.8%, 37.6%, and 20.5%, respectively, being employed by the CES for five years or less as compared to 8.1% for County Extension

Table 8.--Formal education of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, Administrative Program Team, and Regional Extension Supervisors in this study: Michigan, 1989.

Highest Degree Held	Respondent Group															
	PA		CEA		CED		SPEC		APT		RS		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
< Bachelor's	63	50.4	0	0	0	0	0	0	0	0	0	0	0	0	63	13.3
Bachelor's	20	16.0	53	34.9	12	19.3	1	1.2	5	13.2	0	0	2	22.2	93	19.6
Master's	5	4.0	87	57.2	44	71.0	14	16.9	18	47.4	4	80.0	0	0	172	36.3
Specialist	0	0	0	0	1	1.6	1	1.2	1	2.6	0	0	0	0	3	0.6
Doctorate	2	1.6	6	3.9	2	3.2	65	78.3	14	36.8	1	20.0	0	0	90	19.0
Not given	35	28.0	6	3.9	3	4.8	2	2.4	0	0	0	0	7	77.8	53	11.2
Total	125	100.0	152	100.0	62	100.0	83	100.0	38	100.0	5	100.0	9	100.0	474	100.0

Note: N.R. = no response.

Table 9.--Years employed by CES of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, Administrative Program Team, and Regional Extension Supervisors in this study: Michigan, 1989.

Years Employed by CES	Respondent Group															
	PA		CEA		CED		SPEC		APT		RS		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Year or less	6	4.8	2	1.3	0	0	0	0	0	0	0	0	1	11.1	9	1.9
1-5 years	40	32.0	40	26.3	5	8.1	17	20.5	5	13.2	0	0	1	11.1	108	22.8
6-10 years	24	19.2	38	25.0	10	16.1	15	18.1	11	28.9	0	0	0	0	98	20.7
11-15 years	12	9.6	24	15.8	12	19.4	18	21.7	9	23.7	2	40.0	1	11.1	78	16.5
16-20 years	9	7.2	20	13.2	13	21.0	7	8.4	4	10.5	2	40.0	1	11.1	56	11.8
Over 20 years	1	0.8	18	11.8	18	29.0	23	27.7	8	21.0	1	20.0	0	0	69	14.6
Not given	33	26.4	10	6.6	4	6.4	3	3.6	1	2.6	0	0	5	55.6	56	11.8
Total	125	100.0	152	100.0	62	100.0	83	100.0	38	100.0	5	100.0	9	100.0	474	100.0

Note: N.R. = no response.

Directors and 13.2% for the Administrative Program Team. Organizationally, 43.5% of the staff responding to this study had been employed 10 years or less, as compared to 26.4% being employed 16 years or more. Regional Extension Supervisors had been employed by the CES for a minimum of 11 years.

The data in Table 10 indicate that the majority of the Extension staff, with the exception of Extension Specialists, had been employed in their present position for 10 years or less. Fifty percent of the Administrative Program Team, 39.2% of the paraprofessionals, 37.8% of the County Extension Agents, and 33.9% of the County Extension Directors indicated they had been employed in their present position for five years or less, as compared with 54.2% of the Extension Specialists indicating they had been in their current position for 11 years or more.

Table 11 shows that the distribution of county position group respondents was unequally scattered throughout the six regions. Most of the paraprofessionals were found in the Southeast, Southwest, and West Central regions, which represented 52.8% of the respondent group, as compared to 23.2% of the paraprofessional respondents in the remaining three regions. The distribution of paraprofessional percentages ranged from 4.8% from the East Central region to 24% from the Southeast region. The County Extension Agent respondents were more equally distributed among the regions, with 57.9% representing the Southeast, Southwest, and West Central regions as compared to 36.8% representing the remaining three

Table 10.--Years in present position of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, Administrative Program Team, and Regional Extension Supervisors in this study: Michigan, 1989.

Years in Present Position	Respondent Group															
	PA		CEA		CED		SPEC		APT		RS		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Year or less	7	5.6	7	4.6	8	12.9	0	0	4	10.5	0	0	1	10.0	27	5.7
1-5 years	42	33.6	50	33.1	13	21.0	21	25.3	15	39.5	2	40.0	1	10.0	144	30.4
6-10 years	21	16.8	47	31.1	19	30.6	13	15.7	10	26.3	3	60.0	0	0	113	23.8
11-15 years	13	10.4	22	14.6	11	17.7	17	20.5	5	13.2	0	0	1	10.0	69	14.6
16-20 years	9	7.2	13	8.6	3	4.8	8	9.6	2	5.3	0	0	0	0	35	7.4
Over 20 years	2	1.6	4	2.6	3	4.8	20	24.1	1	2.6	0	0	0	0	30	6.3
Not given	31	24.8	8	5.3	5	8.1	4	4.8	1	2.6	0	0	7	70.0	56	11.8
Total	125	100.0	151	100.0	62	100.0	83	100.0	38	100.0	5	100.0	10	100.0	474	100.0

Note: N.R. = no response.

Table 11.--Region/campus affiliation of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, Administrative Program Team, and Regional Extension Supervisors in this study: Michigan, 1989.

Region/Campus Affiliation	Respondent Group															
	PA		CEA		CED		SPEC		APT		RS		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Upper Peninsula	9	7.2	13	8.6	9	14.5	0	0	0	0	1	20.0	1	11.1	33	7.0
North	14	11.2	18	11.8	12	19.4	0	0	0	0	1	20.0	1	11.1	46	9.7
East Central	6	4.8	25	16.4	14	22.6	0	0	0	0	0	0	2	22.2	47	9.9
Southeast	30	24.0	32	21.1	6	9.7	0	0	1	2.6	1	20.0	0	0	70	14.8
Southwest	15	12.0	31	20.4	9	14.5	0	0	1	2.6	1	20.0	0	0	57	12.0
West Central	21	16.8	25	16.4	9	14.5	0	0	1	2.6	1	20.0	0	0	57	12.0
Campus based	2	1.6	0	0	0	0	77	92.8	35	92.1	0	0	0	0	114	24.1
Not given	28	22.4	8	5.3	3	4.8	6	7.2	0	0	0	0	5	55.6	50	10.5
Total	125	100.0	152	100.0	62	100.0	83	100.0	38	100.0	5	100.0	9	100.0	474	100.0

Note: N.R. = no response.



regions. The distribution of County Extension Agent respondents ranged from 8.6% from the Upper Peninsula to 21.1% from the Southeast region.

The majority of the County Extension Director respondents came from the Upper Peninsula, North, and East Central regions, where there are fewer County Extension Agents and paraprofessionals. The percentages for County Extension Director respondents ranged from 22.6% in the East Central region to 9.7% in the Southeast region, with 56.5% of the respondents representing the Upper Peninsula, North, and East Central regions as compared to 38.7% representing the remaining three regions. The Extension Specialists represented the majority of the campus-based staff, which made up 24% of the total respondent group.

Table 12 indicates that there was considerable difference among the respondent groups in the amount of contact they have with Regional Extension Supervisors. Seventy-four percent of the County Extension Directors and 60.5% of the Administrative Program Team indicated they were in contact with Regional Extension Supervisors at least 1-2 times per month as compared to 71.2% of the paraprofessionals, 59.3% of the County Extension Agents, and 88% of the Extension Specialists indicating they were in contact with Regional Extension Supervisors 1-2 times per quarter or less. The majority of paraprofessionals and Extension Specialists indicated they were in contact with Regional Extension Supervisors 1-2 times per year, whereas County Extension Agents were in contact with

Table 12.--Normal amount of contact with Regional Extension Supervisors of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, and Administrative Program Team in this study: Michigan, 1989.

Amount of Contact With Regional Supervisors	Respondent Group													
	PA		CEA		CED		SPEC		APT		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No contact	26	20.8	0	0	0	0	14	16.9	2	5.3	2	22.2	44	9.4
1-2 times/year	44	35.2	20	13.2	3	4.8	34	41.0	3	7.9	1	11.1	105	22.4
1-2 times/quarter	19	15.2	70	46.1	12	19.4	25	30.1	10	26.3	2	22.2	138	29.4
1-2 times/month	8	6.4	53	34.9	38	61.3	6	7.2	11	28.9	0	0	116	24.7
1-2 times/week	0	0	2	1.3	7	11.3	2	2.4	7	18.4	0	0	18	3.8
More than 2 times/week	0	0	3	2.0	1	1.6	0	0	5	13.2	0	0	9	1.9
Not given	28	22.4	4	2.6	1	1.6	2	2.4	0	0	4	44.4	39	8.3
Total	125	100.0	152	100.0	62	100.0	83	100.0	38	100.0	9	100.0	469	100.0

Note: N.R. = no response.

Regional Extension Supervisors 1-2 times per quarter, and County Extension Directors and the Administrative Program Team were in contact with Regional Extension Supervisor 1-2 times per month. It is noticeable that 20.8% of the paraprofessionals and 16.9% of the Extension Specialists indicated they had no contact at all with Regional Extension Supervisors.

Table 13 indicates that a considerable difference existed in the type of contact the various respondent groups had with Regional Extension Supervisors. Face-to-face meetings, letters, and telephone calls throughout the year were reported by 80.3% of the County Extension Agents, 83.9% of the County Extension Directors, and 60.5% of the Administrative Program Team as being the normal type of contact they had with Regional Extension Supervisors. In contrast, 56% of the paraprofessionals and 42.4% of the Extension Specialists indicated they had little or no contact with Regional Extension Supervisors other than occasional contact at meetings. Interestingly, 29% of the Administrative Program Team indicated they had little or no contact with the position other than occasional contact at meetings.

The data in Table 14 indicate that all position groups had individuals within their group who devoted a portion of their time in administering other Extension staff or programs. The majority of paraprofessionals, County Extension Agents, and Extension Specialists indicated they spent no time in administration, as reflected by 20.8% of the paraprofessionals, 17.8% of the County

Table 13.--Type of contact with Regional Extension Supervisors of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, and Administrative Program Team in this study: Michigan, 1989.

Type of Contact With Regional Supervisors	Respondent Group													
	PA		CEA		CED		SPEC		APT		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Face-to-face meetings, letters and telephone calls throughout the year	15	12.0	122	80.3	52	83.9	20	24.1	23	60.5	2	22.2	234	49.9
Letters and telephone calls only	3	2.4	9	5.9	7	11.3	5	6.0	3	7.9	0	0	27	5.8
Letters only	6	4.8	2	1.3	0	0	2	2.4	0	0	0	0	10	2.1
Telephone calls only	0	0	0	0	1	1.6	0	0	0	0	0	0	1	0.2
Occasional contact at meetings	38	30.4	11	7.2	1	1.6	31	37.3	9	23.7	1	11.1	91	19.4
Little or no contact with position	32	25.6	0	0	0	0	24	5.1	2	5.3	2	22.2	60	12.8
Not given	31	24.8	8	5.3	1	1.6	1	0.2	1	2.6	4	44.4	46	9.8
Total	125	100.0	152	100.0	62	100.0	83	100.0	38	100.0	9	100.0	469	100.0

Note: N.R. = no response.

Table 14.--Percentage of time spent in administration of Extension staff or programs of paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, Administrative Program Team, and Regional Extension Supervisors in this study: Michigan, 1989.

Time Spent on Administration of Staff/Programs	Respondent Group															
	PA		CEA		CED		SPEC		APT		RS		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	26	20.8	27	17.8	0	0	24	28.9	4	10.5	0	0	0	0	81	17.1
Less than 20%	6	4.8	36	23.7	11	17.7	15	18.2	8	21.1	0	0	0	0	76	16.0
21-40%	4	3.2	13	8.6	35	56.5	1	1.2	4	10.5	0	0	1	11.1	58	12.2
41-60%	0	0	3	2.0	8	12.9	0	0	5	13.2	1	20.0	0	0	17	3.6
Over 60%	1	0.8	9	5.9	6	9.7	1	1.2	11	28.9	4	80.0	0	0	32	6.8
Not given	88	70.4	64	42.1	2	3.2	42	50.6	6	15.8	0	0	8	88.9	210	44.3
Total	125	100.0	152	100.0	62	100.0	83	100.0	38	100.0	5	100.0	9	100.0	474	100.0

Note: N.R. = no response.

Extension Agents, and 28.9% of the Extension Specialists indicating none of their time was spent in administration. This was also reflected by the 70.4% nonresponse rate by paraprofessionals, 42.1% nonresponse rate by County Extension Agents, and 50.6% nonresponse rate by Extension Specialists. The majority of the County Extension Directors indicated they spent 41-60% of their time on administration, as compared with 42.1% of the Administrative Program Team and 100% of the Regional Extension Supervisors indicating they spent at least 60% of their time on administration of Extension staff or programs.

The size of total county staff, including professional and paraprofessional positions, is presented in Table 15. The paraprofessional respondent group was equally divided, with 36% representing counties with nine or fewer staff members and 35.2% representing counties with ten or more staff members. The majority of the County Extension Agents and County Extension Directors, with 54.6% and 71.2%, respectively, represented counties with nine or fewer staff members as compared with 35.2% and 38.2%, respectively, representing counties with ten or more staff members. The category representing four to nine staff members was the most common for all three respondent groups, and the category representing 16 or more staff members was least common among all three groups.

Table 15.--Size of county staff of paraprofessionals, County Extension Agents, and County Extension Directors in this study:  
Michigan, 1989.

Number of Professional and Paraprofessional Staff in the County	Respondent Group									
	PA		CEA		CED		N.R.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1-3 persons	11	8.8	14	9.2	16	25.8	2	22.2	43	12.4
4-9 persons	34	27.2	69	45.4	28	45.4	1	11.1	132	37.9
10-15 persons	20	16.0	14	9.2	8	12.9	0	0	42	12.1
16-21 persons	11	8.8	18	11.8	1	1.6	1	11.1	31	8.9
Over 22 persons	13	10.4	11	7.2	6	9.7	0	0	30	8.6
Not given	36	28.8	26	17.1	3	4.8	5	55.6	70	20.1
Total	125	100.0	152	100.0	62	100.0	9	100.0	348	100.0

Note: N.R. = no response.

Administrative Functions in the CES at the Regional  
Level as They Are Currently Performed

The eight administrative areas identified to describe the administrative functions at the regional level of Extension work in Michigan were personnel management, staff orientation and development, program development, Extension programming, program evaluation and accountability, administration and policy, public relations, and budgeting and financing.

The data in this portion of the chapter have been grouped into the eight administrative-function areas listed above in order to facilitate analysis of the items associated with the position of the Regional Extension Supervisor in Michigan as it is currently being performed. The data were based on the perceptions of 125 Extension paraprofessionals, 152 County Extension Agents, 68 County Extension Directors, 85 Extension Specialists, 38 Administrative Program Team members, and 5 Regional Extension Supervisors. The analysis was based on the degree of involvement that Regional Extension Supervisors currently were perceived to possess in the Extension organization toward the responsibilities and activities associated with the eight administrative areas.

Personnel Management

Personnel management functions serve as a coordinating mechanism to help facilitate a harmonious workplace, ensure that employee planning is not left to chance, and assist management in identifying and clarifying the numerous personnel policies that will affect both



workers and supervisors alike (Brinckloe & Coughlin, 1977). Personnel management can be viewed from a systems perspective with four interacting and dependent subsystems: selection, training, evaluation, and motivation (Brinckloe & Coughlin, 1977). The personnel management function focuses on attaining organizational effectiveness without neglecting the organization's obligations to its employees. In general, personnel management is the management of the human resource component of the workplace.

The responses to 18 possible role-definition items of the Regional Extension Supervisor, judged to be examples of the personnel management functions at the regional level, are shown in Table 16.

Conducting periodic appraisals of county, district, and regional staff was ranked as the role item in which the Regional Extension Supervisor has the most responsibility as the position is currently performed when the 3.64 mean score (a major responsibility of the position) of all 402 respondents was considered. The Regional Extension Supervisor respondent group was the only one not to have this item ranked number one. The Supervisors thought they had more responsibility for presenting new Extension staff to the County Board of Commissioners (4.00) and handling personnel problems/conflict (3.60) in the region than they did for conducting periodic appraisals (3.40). However, their mean scores would also indicate they had a major responsibility in carrying out those role items. Insuring fair treatment of all Extension staff in the region was considered by paraprofessionals (2nd) and County Extension

Table 16.--Responses by six groups regarding the current role of Regional Extension Supervisors in Michigan on 18 items pertaining to the personnel management function of the position, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=405)		PA (N=77)		CEA (N=149)		CED (N=62)		SPEC (N=71)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Conduct periodic appraisals of county, district and regional staff in the region.	3.64	1	3.65	1	3.67	1	3.39	1	3.70	1	3.76	1	3.40	3
Insure compliance with County, Michigan State University and Extension personnel policies and procedures.	3.26	2	3.09	5	3.15	3	3.31	3	3.54	4	3.35	4	3.00	8
Identify individual strengths and weaknesses of Extension staff in the region.	3.25	3	2.77	10	3.23	2	3.23	5	3.69	2	3.43	3	3.40	4
Know the attitudes of Extension staff in the region towards the CES organization.	3.21	4	2.93	6	3.04	6	3.34	2	3.57	3	3.50	2	3.00	9
Insure fair treatment of all Extension staff in the region.	3.14	5	3.20	2	2.97	9	3.18	6	3.36	10	3.05	9	3.00	10
Administer CES policies and procedures relating to continuing employment of Extension field staff in the region.	3.14	6	3.16	3	3.07	4	3.05	10	3.39	7	3.00	11	3.20	5

Table 16.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=405)		PA (N=77)		CEA (N=149)		CED (N=62)		SPEC (N=71)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Handle personnel problems/ conflict in the region.	3.11	7	2.68	13	3.05	5	3.26	4	3.37	9	3.32	5	3.60	2
Administer University and Extension Service policies and procedures for handling staff disciplinary problems with the Region.	3.09	8	2.87	8	2.98	8	3.10	8	3.39	8	3.32	6	2.80	14
Provide information and proce- dures to staff for filing grievances and appeals.	3.07	9	2.70	12	3.01	7	3.12	7	3.41	5	3.24	7	2.80	15
Maintain a competent staff within the region.	3.01	10	3.11	4	2.95	11	3.00	11	3.07	14	2.92	16	3.00	11
Interview prospective candidates for open positions within the Region.	2.94	11	2.72	11	2.97	10	2.90	14	3.09	13	2.95	15	3.20	6
Maintain staff solidarity, morale, and esprit de corps in the region.	2.90	12	2.55	14	2.69	13	3.10	9	3.41	6	3.05	10	3.20	7

Table 16.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=405)		PA (N=77)		CEA (N=149)		CED (N=62)		SPEC (N=71)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Select staff for vacant county, district and regional Extension positions within the region.	2.88	13	2.81	9	2.88	12	2.90	15	2.97	15	2.81	13	2.60	16
Develop staffing alternatives for county(ies) and the region.	2.82	14	2.91	7	2.69	14	2.64	16	3.11	12	2.81	14	3.00	12
Assist staff in the region in developing their Extension roles.	2.79	15	2.41	16	2.58	16	2.98	12	3.31	11	3.00	12	3.00	13
Present new Extension field staff to the County Board of Commissioners.	2.69	16	2.03	18	2.61	15	2.92	13	2.96	16	3.11	8	4.00	1
Recruit candidates for open field staff positions within the region.	2.56	17	2.48	15	2.48	17	2.57	17	2.87	17	2.43	17	2.40	17
Provide staff with policies and procedures relating to staff benefits.	2.40	18	2.32	17	2.22	18	2.37	18	2.81	18	2.41	18	2.20	18

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

Directors (6th) to be a higher level responsibility of Regional Extension Supervisors' position as compared to the 9th- and 10th-place rankings given that role item by the other respondent groups. Although this item was seen by the total group as ranking 5th in responsibility, the mean response scores would indicate that Regional Extension Supervisors have a shared responsibility in carrying out the task.

Identifying individual strengths and weaknesses of Extension staff was seen by County Extension Agents (2nd) and Extension Specialists (2nd) as being a higher priority role item for Regional Extension Supervisors than was observed by the paraprofessionals' 10th-place ranking. County Extension Directors and the Administrative Program Team thought Regional Extension Supervisors have a major responsibility in knowing the attitudes of Extension staff toward the CES organization, as observed by their respective 2nd place rankings on that administrative function.

Regional Extension Supervisors ranked three role-definition items higher than all the other respondent groups, as compared to the other five respondent groups ranking seven of the role-definition items higher than the Regional Extension Supervisor group. All respondent groups agreed that Regional Extension Supervisors have little responsibility for providing staff with policies and procedures relating to staff benefits. Likewise, Regional Extension Supervisors were seen to have little responsibility for recruiting candidates for open positions within

the region by all respondent groups except the paraprofessional group.

In summary, Regional Extension Supervisors were seen by all respondent groups to have a major responsibility for conducting periodic appraisals of field staff and insuring compliance with County, Michigan State University, and Extension personnel policies and procedures while at the same time indicating they have a minor responsibility for recruiting candidates for open positions and for providing staff with policies and procedures relating to staff benefits.

#### Staff Orientation and Development

Orientation is the guided adjustment of the employee to the organization and his/her work environment (Beach, 1980). The first step in an employee's development process is to get him/her off to a good start (Chruden & Sherman, 1976). The supervisor plays a major role in helping the new employee get off to a good start in any organization by making the employee feel he/she is wanted and needed (Beach, 1980). In carrying out such a program, management seeks to create favorable attitudes toward the organization, its policies, and its personnel. For the orientation program to be successful, the personnel staff and the supervisors must not work independently. Cooperation between line and staff is essential in the employee-development process (Chruden & Sherman, 1976). Both the personnel office and the employee's supervisor play key roles in the orientation process (Beach, 1980).

Fifteen role-definition items, as shown in Table 17, were used as examples to identify the level of responsibility Regional Extension Supervisors currently have with regard to the staff orientation and development function at the regional level.

Providing Equal Employment Opportunity (EEO) and Title IX information was perceived to be the role item for which Regional Extension Supervisors currently have the most responsibility at the regional level, when the 2.78 mean response score from the total of 387 respondents is considered. However, the mean response score indicates that Regional Extension Supervisors were perceived as having less than a shared responsibility but more than a minor responsibility for carrying out this particular role item.

The paraprofessionals, County Extension Agents, and County Extension Directors, with mean response scores of 2.73, 2.74, and 2.83, respectively, viewed Regional Extension Supervisors as having more responsibility with respect to that particular role item than they did for other role items in this function as viewed by their number-one rankings. Although Extension Specialists had a similar 2.71 mean score on this item, they thought Regional Extension Supervisors held a higher level of responsibility on 13 other functions, as seen by the 3.22 mean response score for their number-one-ranked role item of providing staff with procedures for conducting effective self-appraisals. The Administrative Program Team had a higher mean score than the other four groups on this item (2.94); however, they thought Regional Extension Supervisors had a higher level of responsibility at the regional level for helping

Table 17.--Responses by six groups regarding the current role of Regional Extension Supervisors in Michigan on 15 items pertaining to the staff orientation and development function of the position, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=405)		PA (N=80)		CEA (N=147)		CED (N=62)		SPEC (N=70)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Provide field staff with EEO and Title IX information.	2.78	1	2.73	1	2.74	1	2.83	1	2.71	14	2.94	2	3.20	3
Assist staff in interpreting, accepting and implementing the Extension philosophy of public service as an integral dimension of the land grant university system.	2.74	2	2.63	2	2.56	4	2.71	5	3.10	3	2.89	3	3.60	1
Provide staff with procedures for conducting effective self-appraisals.	2.73	3	2.45	4	2.57	2	2.74	4	3.22	1	2.86	5	3.20	4
Encourage field staff to develop and pursue professional development in <u>educational</u> competence.	2.68	4	2.44	5	2.57	3	2.75	3	2.98	7	2.81	8	2.80	8
Organize staff in-service opportunities when needed in the region.	2.63	5	2.46	3	2.41	6	2.81	2	2.91	9	2.89	4	2.80	9



Table 17.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=405)		PA (N=80)		CEA (N=147)		CED (N=62)		SPEC (N=70)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Help staff to meet the expectations of colleagues, administrators and clientele groups to be served.	2.60	6	2.16	12	2.41	7	2.65	9	3.16	2	2.95	1	3.40	2
Encourage field staff to develop and pursue professional development in <u>technical</u> competencies	2.58	7	2.25	9	2.44	5	2.71	6	2.91	10	2.86	6	2.60	11
Assist field staff in developing personal plans and long-term personal goals.	2.54	8	2.36	6	2.34	9	2.56	11	3.06	4	2.71	12	2.40	13
Encourage field staff to develop and pursue professional development in <u>administrative</u> competencies.	2.54	9	2.23	10	2.40	8	2.67	8	2.85	11	2.81	9	2.80	10
Assist field staff in becoming familiar with CES/MSU/USDA policies and procedures.	2.53	10	2.31	7	2.31	10	2.57	10	3.00	6	2.83	7	3.00	6

Table 17.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=405)		PA (N=80)		CEA (N=147)		CED (N=62)		SPEC (N=70)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Provide orientation for new employees to their Extension roles.	2.50	11	2.10	14	2.31	11	2.69	7	2.94	8	2.73	10	3.00	7
Assist field staff in developing professional plans and long-term career goals.	2.49	12	2.28	8	2.27	12	2.51	12	3.04	5	2.72	11	2.60	12
Conduct staff in-service oppor- tunities when needed in the region.	2.38	13	2.21	11	2.21	13	2.44	13	2.75	13	2.54	14	2.00	15
Assist field staff in becoming familiar with the CES Adminis- trative handbook	2.36	14	2.14	13	2.12	14	2.42	14	2.82	12	2.66	13	3.20	5
Assist new staff in becoming acquainted with the community.	1.95	15	1.69	15	1.75	15	1.97	15	2.46	15	2.15	15	2.40	14

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

staff meet the expectations of colleagues, administrators, and clientele, as seen by their mean score of 2.95. The Regional Extension Supervisors indicated the highest level of responsibility for this item, with a 3.20 mean score; however, they thought assisting staff in interpreting, accepting, and implementing the Extension philosophy of public service as an integral part of the land grant university system was their most important responsibility, as seen by their 3.60 mean score.

The Regional Extension Supervisor's role in assisting new staff in becoming acquainted with the community was ranked 15th by all respondent groups, except Regional Extension Supervisors, as being a minor responsibility of the position. Regional Extension Supervisors thought they currently have less responsibility for conducting staff in-service opportunities within the region (ranked 15th) than they do for assisting new staff in getting acquainted with the community (ranked 14th). Regional Extension Supervisors ranked assisting field staff in becoming familiar with the CES Administrative Handbook (ranked 5th) much higher than the other five respondent groups (ranked from 12th to 14th). This was seen as a shared responsibility by the Regional Extension Supervisors and a minor responsibility of the position by the other respondent groups.

Regional Extension Supervisors were viewed to have more responsibility for organizing staff in-service opportunities in the region by the paraprofessionals, County Extension Agents, County Extension Directors, and the Administrative Program Team than by the

Extension Specialists and the Regional Extension Supervisors themselves, as seen by their respective rankings: 5th, 3rd, 6th, 2nd, 4th, 9th, and 9th.

In summary, Regional Extension Supervisors were perceived to have more responsibility, as the position is currently performed, for those items that assist staff in becoming more aware of the policies and procedures within the organization pertaining to EEO and Title IX, the land grant philosophy, and what the expectations are of their colleagues, administrators, and clientele, as seen by the higher mean score rankings than those items that were purely policy oriented or that directed them in developing short- and long-term personal and professional goals. However, the mean response scores for the role items in this administrative function of the Regional Extension Supervisor's position as it is currently being performed indicated that Regional Extension Supervisors have less than a shared responsibility but more than a minor responsibility in handling those role items.

#### Program Development

The word "program" has four distinct meanings in the Winston Dictionary (1946). When used by an organization, it means a regular plan of action, a prospectus, or a preliminary statement giving details of projected action, or a statement issued to promote understanding and interest in an enterprise (Kelsey & Hearne, 1963). An Extension program, like that of any public organization, should give not only what is needed, but why. It should be an elaboration

of the organization's public policy in such a way that anyone can find out just how the policy affects him/her. Extension programs are a statement of situation, objectives, problems, and solutions. The program is built through a process that has come to be known as program development or program projection. In this process, facts concerning the situation are collected and analyzed, unsatisfactory elements are identified, desired objectives or improvements are determined and stated, and alternative ways of reaching the objectives are considered (Kelsey & Hearne, 1963). Coordination and supervision of the program-development process at the regional level is one function that has been assigned to Regional Extension Supervisors.

Sixteen items were used to define the administrative role of Regional Extension Supervisors as it relates to the program-development function at the regional level. The mean response score and rank for each item are shown in Table 18. All groups, except the paraprofessionals, identified Regional Extension Supervisors as having a major responsibility for reviewing field staff plans of work and making suggestions for improvement. Regional Extension Supervisors were seen to have more than a shared responsibility for that role item, but it was not seen as being a major responsibility of the position as it is currently being performed. The paraprofessionals thought the primary area of responsibility for Regional Extension Supervisors in the program-development function was to be familiar with program development in the subject-matter areas of Extension programs. However, there were a difference of

Table 18.--Responses by six groups regarding the current role of Regional Extension Supervisors in Michigan on 16 items pertaining to the program development function of the position, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=399)		PA (N=76)		CEA (N=147)		CED (N=62)		SPEC (N=67)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Review field staff plans of work and make suggestions for improvement.	3.33	1	3.03	2	3.31	1	3.37	1	3.54	1	3.51	1	3.80	1
Be familiar with program development in the subject matter areas of Extension programs.	2.76	2	3.04	1	2.55	4	2.82	2	2.85	8	2.60	11	3.60	2
Assist field staff in implementing the long-range objectives of the Cooperative Extension Service in their Region.	2.76	3	2.78	4	2.56	2	2.64	5	3.19	3	2.87	5	2.80	7
Assist field staff in the development of relevant, useful and functional plans of work.	2.74	4	2.45	10	2.56	3	2.71	4	3.21	2	3.11	2	3.40	3
Identify field staff and clientele from the region to serve on state-wide programming committees.	2.69	5	2.61	9	2.53	5	2.79	3	2.94	5	2.89	4	2.50	12

Table 18.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=399)		PA (N=76)		CEA (N=147)		CED (N=62)		SPEC (N=67)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Assist field staff in establish- ing long-range and short-term program priorities for their county, district or regional activities.	2.64	6	2.78	5	2.34	7	2.57	7	3.08	4	2.87	6	3.20	4
Implement effective methods of reaching Extension's goals within the region.	2.62	7	2.71	7	2.37	6	2.60	6	2.90	7	2.92	3	2.60	10
Be familiar with population and employment trends of the coun- ties in the region.	2.59	8	2.85	3	2.32	8	2.50	8	2.85	9	2.81	8	2.60	11
Assist field staff in effec- tively using support organiza- tions and audiences in Extension programming.	2.47	9	2.40	11	2.29	9	2.40	11	2.79	10	2.83	7	3.00	6
Assist field staff in effec- tively using advisory councils.	2.40	10	1.96	15	2.25	10	2.44	10	2.93	6	2.70	9	3.20	5
Forecast future trends or needs of the Extension Service.	2.39	11	2.69	8	2.20	11	2.40	12	2.52	14	2.19	15	2.40	13

Table 18.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=399)		PA (N=76)		CEA (N=147)		CED (N=62)		SPEC (N=67)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Assist state specialists in identifying programming needs for the region.	2.38	12	2.77	6	2.17	12	2.48	9	2.22	16	2.61	10	2.00	16
Assist field staff in getting increased participation in Extension Educational activities.	2.26	13	2.12	14	2.08	13	2.16	14	2.67	11	2.58	12	2.80	8
Assist field staff in effectively using volunteer leaders in Extension programs.	2.26	14	2.21	12	2.08	14	2.21	13	2.61	12	2.46	13	2.80	9
Meet with local advisory groups to identify Extension programming priorities for the region.	2.06	15	2.14	13	1.83	16	1.94	15	2.59	13	2.06	16	2.40	14
Assist field staff in data collection and analysis procedures for assessing local situations and educational needs.	2.01	16	1.94	16	1.87	15	1.92	16	2.32	15	2.25	14	2.20	15

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.



only .01 in the mean response scores between their number-one and number-two-ranked role items. The County Extension Agents, County Extension Directors, and Regional Extension Supervisors all agreed with the paraprofessionals in their assessment of the Regional Extension Supervisor's level of responsibility in dealing with this activity, as viewed by their respective mean score rankings of 4th, 2nd, and 2nd. The Extension Specialists and the Administrative Program Team, however, ranked being familiar with program development in the subject-matter areas of Extension programs much lower, as seen in their respective mean score rankings of 8th and 11th for this specific item. The mean response scores for paraprofessionals and Regional Extension Supervisors indicated that Regional Extension Supervisors currently have more than a shared responsibility on that role item, whereas the other respondent groups' mean response scores indicated the level of responsibility being less than a shared responsibility.

Paraprofessionals ranked assisting field staff in the development of relevant, useful and functional plans of work much lower than any of the other groups, as seen by their 10th-place ranking for this item as compared to the other groups' 2nd- to 4th-place rankings. The Regional Extension Supervisors and the Extension Specialists indicated that Regional Extension Supervisors have a higher level of responsibility for assisting field staff in effectively using advisory councils than did the other respondent groups, as seen by their respective 5th- and 6th-place rankings as

compared to the other respondent groups' 9th- to 15th-place rankings.

Assisting state specialists in identifying programming needs in the region was ranked much lower by the Regional Extension Supervisors and the Extension Specialists than by the other respondent groups, as viewed by their 16th-place ranking as compared to the other respondent groups' 6th- to 12th-place rankings for this administrative item. The Regional Extension Supervisors ranked assisting field staff in getting increased participation in Extension educational activities and assisting field staff in effectively using volunteer leaders in Extension programs much higher with their respective 8th- and 9th-place rankings as compared to the respective 11th- to 14th-place rankings for the increasing participation item and the 12th- to 14th-place rankings for using volunteer leaders in Extension programs.

In summary, reviewing field staff plans of work and being familiar with program development in the subject-matter areas of Extension programs were the areas seen to have the most involvement by Regional Extension Supervisors. However, Regional Extension Supervisors were seen to have more than a shared responsibility as the position is currently performed for the number-one-ranked role item by the total respondent group (reviewing field staff plans of work . . .) but less than a shared responsibility for the number-two-ranked role item (be familiar with program development . . .). Meeting with local advisory groups and assisting field staff in data collection and analysis were the two areas in which most respondent

groups thought that Regional Extension Supervisors have a minor responsibility or less as the position is currently being performed.

#### Extension Programming

It would be unusual if all the people in a given community were interested in one topic. Therefore, a good Extension program should be broad enough to cover the majority of their interests. The Extension program must be comprehensive enough to embrace all age groups, creeds, and races at all levels, and to address community, county, state, national, and international problems (Kelsey & Hearne, 1963). Regional Extension Supervisors have been given the responsibility to monitor on-going programming efforts of county/area/district staff; to facilitate cross-county, multi-county, and regional programming; and to counsel with staff and clientele groups in the region in order to determine ways in which the Extension program might be improved, have a greater influence, and serve additional audiences (Gillespie, 1988a).

Sixteen items were used to define the administrative role of Regional Extension Supervisors as it relates to the Extension programming function at the regional level in Michigan. The mean response score and rank order for each role item in this study are shown in Table 19.

Using monthly reports to keep informed of programming accomplishments in the region by county, district, and regional Extension staff and using monthly narratives to keep informed of staff accomplishments toward their program goals were the two

Table 19.--Responses by six groups regarding the current role of Regional Extension Supervisors in Michigan on 16 items pertaining to the Extension programming function of the position, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=392)		PA (N=76)		CEA (N=147)		CED (N=64)		SPEC (N=65)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Use monthly reports to keep informed of programming accomplishments in the region by county, district and regional Extension staff.	3.54	1	3.40	1	3.71	1	3.51	1	3.33	2	3.42	2	4.00	1
Use monthly reports to keep informed of staff accomplishments toward their program goals.	3.44	2	3.26	2	3.58	2	3.38	2	3.25	4	3.49	1	4.00	2
Maintain an awareness of on-going programming in the region by county, district and regional Extension staff.	3.17	3	3.04	4	3.08	4	3.28	4	3.23	5	3.41	3	3.75	4
Maintain a liaison with University administrators, Extension specialists and field staff in order to provide effective Extension programs.	3.13	4	3.21	3	3.13	3	3.37	3	2.83	9	3.11	7	3.00	11

Table 19.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=392)		PA (N=76)		CEA (N=147)		CED (N=64)		SPEC (N=65)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Provide regular written and/or verbal feedback on programming accomplishment to county, district and regional staff in the region.	3.09	5	3.00	6	2.92	6	3.14	7	3.30	3	3.32	4	3.80	3
Identify current and potential program successes and failures of field staff in the region.	3.08	6	2.80	10	3.05	5	3.19	5	3.23	6	3.27	6	3.60	5
Periodically visit field staff to observe and become familiar with their programming efforts and progress.	3.02	7	3.01	5	2.71	10	3.08	8	3.40	1	3.32	5	3.50	8
Encourage educational programming efforts across all program areas by county, district and regional staff in the region.	2.98	8	2.91	9	2.82	7	3.16	6	3.21	7	3.00	8	3.60	6

Table 19.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=392)		PA (N=76)		CEA (N=147)		CED (N=64)		SPEC (N=65)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Maintain an awareness of on-going programming in the region by campus based Extension special- ists.	2.82	9	2.96	8	2.72	9	2.97	9	2.69	13	2.95	10	2.50	14
Use monthly reports to keep informed of programming accomp- lishments in the region by campus based Extension specialists.	2.78	10	3.00	7	2.82	8	2.86	10	2.45	15	2.68	14	2.25	15
Insure that priorities are given to educational program needs at the local level.	2.70	11	2.71	11	2.54	11	2.82	11	2.83	10	2.78	12	3.40	9
Assist field staff in incorpo- rating cross county, multi-county and regional programming into Extension program plans.	2.65	12	2.52	14	2.48	13	2.60	13	2.97	8	2.97	9	3.00	12

Table 19.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=392)		PA (N=76)		CEA (N=147)		CED (N=64)		SPEC (N=65)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Involve Extension staff and clientele in identifying ways in which Extension programs can be improved, have greater impacts and serve additional audiences.	2.61	13	2.60	12	2.51	12	2.62	12	2.80	11	2.61	15	3.25	10
Assist field staff when appropriate in effectively using para-professionals as a means of extending the total programming efforts of the county.	2.49	14	2.39	16	2.34	14	2.50	14	2.70	12	2.84	11	2.75	13
Participate in Extension programs within the region.	2.46	15	2.59	13	2.27	15	2.37	15	2.59	14	2.69	13	3.60	7
Conduct some educational programs within the region.	1.86	16	2.12	16	1.63	16	1.66	16	2.19	16	1.97	16	1.80	16

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

functions identified by all respondent groups (except Extension Specialists) as being the number-one and number-two-ranked items when the respective 3.54 and 3.44 mean response scores of the 386 respondents of the total group were compared. The Regional Extension Supervisors were perceived to have more than a shared responsibility for these two role items but less than a major responsibility. Extension Specialists agreed that using monthly reports to keep informed of programming accomplishments was of high priority, as viewed by their 2nd-place ranking with a 3.33 mean score on that item. However, they thought that periodically visiting field staff to observe and become familiar with their programming efforts was a greater responsibility of the Regional Extension Supervisor, as observed by their 3.40 mean score.

Regional Extension Supervisors, Extension Specialists, and the Administrative Program Team viewed maintaining a liaison with University administrators, Extension Specialists, and field staff in order to provide effective Extension programs to be of much lower priority, as viewed by their respective 11th-, 9th-, and 7th-place rankings as compared with the 3rd-place ranking for each of the other three respondent groups. However, the Extension Specialist group was the only respondent group that perceived the Regional Extension Supervisors to have less than a shared responsibility for that particular role-definition item. All the others perceived the level of responsibility to be greater than a shared responsibility. Regional Extension Supervisors ranked participating in Extension



programs within the region much higher than did all the other respondent groups, as seen by their 7th-place ranking on that particular role item as compared with the 13th- to 15th-place rankings of all the other respondent groups. Paraprofessionals viewed Regional Extension Supervisors identifying current and potential program successes and failures of field staff as a much lower ranked activity, as observed by their 10th-place ranking on this item as compared with the 5th- to 6th-place rankings on that item by all the other respondent groups. Paraprofessionals, County Extension Agents, and County Extension Directors ranked using monthly reports to keep informed of programming accomplishments of campus-based Extension Specialists much higher than the other groups, as viewed by their respective 7th-, 8th-, and 10th-place rankings as compared to the 14th- and 15th-place rankings by the other three University-based respondent groups.

In summary, all respondent groups expressed that Regional Extension Supervisors play a significant role in keeping informed of the programming accomplishments of the field staff in their region. County-based staff thought that Regional Extension Supervisors have a much higher level of responsibility in monitoring the programming efforts of Extension Specialists in the region than did the campus-based respondent groups. All respondent groups expressed that Regional Extension Supervisors have a minor responsibility as the position is currently performed for conducting Extension programs in the region. Likewise, only the Regional Extension Supervisor group viewed participating in Extension programs in the region as being a

major responsibility of the position. The total respondent group perceived that Regional Extension Supervisors have at least a shared responsibility on 7 of the 16 role items as the position is currently performed and at least a minor responsibility on all but one of the role items as viewed by their respective mean response scores.

#### Program Evaluation and Accountability

Program evaluation is the process of determining the extent to which the objectives of the programs of the Cooperative Extension Service are attained (Boone, 1970). All Extension staff members are responsible for evaluating their programming accomplishments and submitting periodic reports of their programming results. Program accountability refers to the reporting process in terms of matching program results with how well the program accomplished its stated objectives, as well as identifying what impact was made as a result of the programming effort. Regional Extension Supervisors have been given the responsibility to aid staff in the preparation of reports that reflect degrees of educational accomplishment; to encourage staff to report program results in terms of behavior change; and to encourage staff to analyze program effectiveness in terms of cost, time, and appropriate use of funds (Gillespie, 1988a).

Twelve role-definition items were used to test the level of responsibility Regional Extension Supervisors have for the program evaluation and accountability function as the position is currently

performed, as perceived by the various respondent groups. Table 20 provides the mean score and rank order for each role item in this study.

Conducting on-site Civil Rights compliance reviews in the region was identified by the total group, when comparing the mean scores for the 383 respondents, as the number-one-ranked item in this category, with a mean score of 3.30. The total respondent group perceived Regional Extension Supervisors as having more than a shared responsibility for that particular role item but less than a major responsibility. However, the mean response score difference between the number-one-ranked and the number-three-ranked items was only .08. Extension Specialists placed a much lower emphasis on this item, as observed by their 2.81 mean score, which received a 10th-place ranking. The Administrative Program Team agreed that it was a significant responsibility of the Regional Extension Supervisor, as viewed by their 3.27 mean response score. However, they agreed with the Extension Specialists that participating in the program review and planning process was a greater responsibility of the Regional Extension Supervisors, as seen in their respective mean scores of 3.32 and 3.41.

Conducting periodic informal evaluations of county, district, and regional programs was seen as a much higher responsibility for Regional Extension Supervisors by the Extension Specialists and paraprofessionals, as indicated by their respective 2nd- and 4th-placed rankings as compared with the 6th-place rankings of the other respondent groups. Regional Extension Supervisors viewed their

Table 20.--Responses by six groups regarding the current role of Regional Extension Supervisors in Michigan on 12 items pertaining to the program evaluation and accountability function of the position, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=392)		PA (N=76)		CEA (N=146)		CED (N=62)		SPEC (N=64)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Conduct on-site Civil Rights compliance reviews in the region.	3.30	1	3.26	1	3.42	1	3.43	1	2.81	10	3.27	3	4.40	1
Participate in the Program Review and Planning Process for counties in the region.	3.29	2	3.03	3	3.36	2	3.24	3	3.41	1	3.32	1	3.80	2
Monitor progress being made by county, district and regional staffs towards their Affirmative Action plans.	3.22	3	3.09	2	3.21	3	3.26	2	3.27	3	3.28	2	3.80	3
Encourage field staff to participate in in-service education and other activities which will help to provide skills needed for evaluating programs in terms of behavior change.	2.90	4	2.75	6	2.81	5	2.95	4	3.20	4	3.03	4	3.20	4

Table 20.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=392)		PA (N=76)		CEA (N=146)		CED (N=62)		SPEC (N=64)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Identify and select individuals to participate in the County Pro- gram Review and Planning Process for counties in the region.	2.87	5	2.51	7	2.85	4	2.89	5	3.17	5	3.03	5	3.20	5
Conduct periodic <u>informal</u> evalua- tions of county, district and regional Extension programs.	2.86	6	2.89	4	2.72	6	2.64	7	3.28	2	2.92	6	3.00	6
Conduct periodic <u>indepth</u> evalua- tions of county, district and regional Extension programs.	2.65	7	2.89	5	2.52	7	2.32	11	3.17	6	2.42	11	2.20	12
Assist field staff in conducting evaluations of county programs.	2.25	8	2.31	10	2.32	9	2.68	6	3.08	7	2.68	8	2.40	10

Table 20.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=392)		PA (N=76)		CEA (N=146)		CED (N=62)		SPEC (N=64)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Oversee that program results which are being measured by field staff reflect behavior change.	2.51	9	2.38	9	2.33	8	2.60	8	2.82	9	2.76	7	2.80	7
Oversee that program effective- ness is measured in terms of cost, time and appropriate use of funds.	2.42	10	2.51	8	2.19	10	2.40	9	2.80	11	2.51	10	2.40	11
Assist field staff in the preparation of reports which reflect degrees of educational accomplishment.	2.37	11	2.31	11	2.16	11	2.37	10	2.84	8	2.54	9	2.80	8
Assist field staff in prepar- ing their Annual Reports.	2.17	12	2.16	12	1.98	12	2.00	12	2.69	12	2.32	12	2.50	9

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

involvement in assisting field staff in preparing their annual reports differently than did any of the other respondent groups, as observed by their 9th-place ranking as compared to the 12th-place ranking for the other respondent groups.

In summary, Regional Extension Supervisors were perceived to have more than a shared responsibility but less than a major responsibility for conducting on-site Civil Rights compliance reviews in the region as well as monitoring field staff progress with regard to the Affirmative Action program in general. Participating in the program review and planning process was also viewed as a significant activity of the position as it is currently performed. Assisting field staff in the preparation of reports was viewed by campus-based staff to be a much greater responsibility of the Regional Extension Supervisors than was perceived by field-based staff. However, all groups viewed the Regional Extension Supervisor's level of responsibility on that role item as being less than a shared responsibility but more than a minor responsibility. Extension Specialists and paraprofessionals held similar views, which were much higher in ranking than the other respondent groups, concerning the Supervisor's role in conducting formal and informal evaluations of Extension programs in the region. However, the Extension Specialists viewed the Regional Extension Supervisor's involvement as being greater than a shared responsibility, whereas the paraprofessionals viewed the Supervisor's involvement as being less than a shared responsibility.

Administration and Policy

Administration, as defined by Fayol, involves five functions: to plan, to organize (both men and materials), to command (that is, to tell subordinates what to do), to coordinate, and to control (Dale, 1965). Administration is sometimes used as a synonym for management. Dale defined administration as "directing operations within the framework of policy laid down by higher managers in the organization or set by predecessors" (p. 767). Newman (cited in McFarland, 1964) defined administration as "the guidance, leadership, and control of the efforts of a group of individuals toward some common goals" (p. 9). According to McFarland, policies are guides to the actions or decisions of people in an organization. They are the planned expressions of the company's official attitudes toward the range of behavior within which it will permit or desire its employees to act.

Regional Extension Supervisors have been delegated the responsibility to provide timely information and interpretation for CES policies with respect to such items as affirmative action, use of penalty mail, equipment inventory, publication allocations, reports, travel requests, budgeting, and accountability for funds; to help staff maintain open lines of communication and internal relations with program staff, specialists, and CES central administration; and to support staff as they negotiate budgets, staffing, and office arrangements with county officials.

Twenty items a Regional Extension Supervisor must be concerned with, be responsible for, or oversee the activity were used to



obtain the respondents' perceptions concerning the administrative and policy function of this position. The items were ranked according to their mean score by total respondents and by the six position groups, as shown in Table 21.

The total respondent group viewed participation in the monthly administrative meetings on campus as the activity for which the Regional Extension Supervisors currently have the most responsibility, as indicated by the 3.71 mean score of the 375 respondents. However, the Regional Extension Supervisor group identified four other activities for which their mean scores were greater than the 3.60 mean score given this particular item. They were: monitoring reports from field staff to assure they are submitted on time, participating in in-service activities appropriate to the administrative role of the Regional Extension Supervisor, scheduling regional staff conferences and opportunities for field staff interaction, and providing leadership and input for regional and statewide activities such as regional conferences and lay leader visits/legislative tours, as seen by their respective mean scores of 4.20, 4.00, 4.00, and 4.00. The paraprofessional group ranked participating in in-service education appropriate to the administrative role of the Regional Extension Supervisor just slightly higher than the number-one-ranked item for the total respondent group, as observed by their respective mean scores of 3.53 and 3.51.

The paraprofessional group identified monitoring reports from field staff to assure they are submitted on time to be considerably

Table 21.--Responses by six groups regarding the current role of Regional Extension Supervisors in Michigan on 20 items pertaining to the administration and policy function of the position, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=390)		PA (N=77)		CEA (N=145)		CED (N=62)		SPEC (N=64)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Participate in the monthly Administrative meetings on campus.	3.71	1	3.51	2	3.73	1	3.95	1	3.61	1	3.73	1	3.60	5
Participate in in-service education appropriate to the administrative role of the Regional Extension Supervisor.	3.63	2	3.53	1	3.61	2	3.89	2	3.52	3	3.59	3	4.00	2
Schedule regional staff conferences and opportunities for field staff interaction when appropriate.	3.41	3	3.01	5	3.38	4	3.61	3	3.54	2	3.68	2	4.00	3
Represent central CES administration in discussions with field staff, program staff, specialists, and MSU colleges or units which relate to Extension work.	3.27	4	3.08	3	3.25	7	3.58	4	3.31	6	3.16	8	3.60	6
Monitor reports from field staff to assure they are submitted on time.	3.24	5	2.80	11	3.31	5	3.37	6	3.20	8	3.54	4	4.20	1

Table 21.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=390)		PA (N=77)		CEA (N=145)		CED (N=62)		SPEC (N=64)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Provide leadership and input for regional and state-wide activities such as regional conferences, lay leader visits/legislative tours.	3.23	6	2.81	10	3.27	6	3.42	5	3.30	7	3.40	5	4.00	4
Approve out-of-state travel requests and leaves of absence for staff in the region.	3.18	7	3.07	4	3.42	3	3.24	8	2.82	15	3.00	12	3.00	15
Provide timely information and interpretation of CES policies and procedures as they relate to county field staff and programs.	3.12	8	2.89	7	3.05	9	3.08	11	3.35	5	3.40	6	3.40	8
Serve on state-wide committees concerned with Extension policy and/or programming.	3.06	9	2.87	8	3.09	8	3.05	14	3.16	9	3.11	10	3.40	9
Represent field staff in discussions with program staff, specialists, central CES administration, and MSU colleges or units which relate to Extension work.	3.05	10	2.96	6	3.03	10	3.26	7	2.92	12	3.08	11	3.40	10

Table 21.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=350)		PA (N=77)		CEA (N=145)		CED (N=62)		SPEC (N=64)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Maintain the lines of communica- tions and internal relationships between field staff, program staff, specialists, central CES adminis- tration, and MSU colleges or units which relate to Extension work.	3.01	11	2.87	9	2.99	11	3.19	9	3.09	11	2.92	14	3.00	16
Handle staff and program conflicts within the region.	2.96	12	2.34	16	2.94	13	3.06	12	3.47	4	3.19	7	3.00	17
Administer the policies and proce- dures relating to penalty mail allocations for the region.	2.87	13	2.53	13	2.99	12	3.11	10	2.82	16	2.56	18	3.60	7
Encourage program and staff cooperation <u>between</u> county Exten- sion offices.	2.85	14	2.58	12	2.68	14	3.06	13	3.14	10	3.13	9	3.40	11
Encourage program and staff cooperation <u>within</u> county Exten- sion offices.	2.70	15	2.33	17	2.61	15	2.95	15	2.92	13	2.97	13	3.20	12

Table 21.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=390)		PA (N=77)		CEA (N=145)		CED (N=62)		SPEC (N=64)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Handle clientele concerns in areas such as staffing, program- ming, and Affirmative Action.	2.52	16	2.40	15	2.37	16	2.42	17	2.81	17	2.86	16	3.20	13
Meet with county board members in areas such as staffing, pro- gramming, and Affirmative Action.	2.36	17	2.16	20	2.23	17	2.26	18	2.60	18	2.89	15	3.20	14
Develop and maintain relation- ships with key clientele within the region.	2.33	18	2.26	19	2.17	18	2.45	16	2.55	19	2.40	19	3.00	18
Assist County Extension Directors in negotiating budgets, staffing and office space arrangements with county officials.	2.30	19	2.29	18	2.11	19	1.90	20	2.85	14	2.72	17	3.00	19
Coordinate specialists visits to the region.	1.99	20	2.46	14	1.80	20	1.97	19	1.85	20	2.08	20	1.80	20

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

lower in importance than did any of the other groups, as observed by their 11th-place ranking as compared to the 4th- to 8th-place rankings for the other four non-Regional Extension Supervisor respondent groups. However, none of the respondent groups ranked this item as high as the Regional Extension Supervisor group. The Regional Extension Supervisors perceived their current level of responsibility on this particular role item to be greater than a major responsibility, the paraprofessionals viewed the Supervisors' current level of responsibility to be less than shared, and all the other respondent groups perceived Supervisors having a shared responsibility on this item. Paraprofessionals ranked the coordination of specialists' visits to the region higher than did all the other respondent groups, as observed by their 14th-place ranking as compared to the 19th- and 20th-place rankings for the other groups. Approving out-of-state travel vouchers was viewed by county-based staff to be a much greater responsibility for the Regional Extension Supervisors than by the three campus-based respondent groups, as indicated by the 4th- to 8th-place rankings for the county-based respondent groups and the 12th- to 15th-place rankings for the campus-based respondent groups. However, all respondent groups except the Extension Specialists perceived the Regional Extension Supervisors as having more than a shared responsibility on that particular item as compared to the Extension Specialists' perceiving the Supervisors as having a less than shared responsibility for approving out-of-state travel requests. Regional

Extension Supervisors ranked administering the policies and procedures relating to the penalty mail allocations much higher than did the other respondent groups, as seen by their 7th-place ranking as compared to the 12th- to 17th-place rankings of the other respondent groups.

In summary, the items pertaining to the administration and policy function of the Regional Extension Supervisor position tended to receive higher mean scores for the individual items as the position is currently being performed than did the other administrative functions being studied. The total respondent group, as well as each of the individual groups, perceived Regional Extension Supervisors as having a greater than shared responsibility for representing central CES administration than they do for representing field staff in discussions with program staff, Extension Specialists, central administration, and MSU colleges, as observed by the 4th-place ranking for representing CES administration and the 10th-place ranking for representing field staff in these discussions. Regional Extension Supervisors were perceived by the total respondent group to have a shared responsibility or greater on 11 of the 20 role-definition items used to explain the administration and policy function of the Regional Extension Supervisor's position in Michigan.

#### Public Relations

The Cooperative Extension Service has often been referred to as the best-kept secret in town. Speakers at management meetings

have constantly harped on the theme: "Business is doing a good job, but we haven't told the people about it in the right way; we haven't sold our employees or the general public on what we are doing" (Dale, 1980, p. 510). Public relations is an organized endeavor on the part of any organization's management to create good will toward its products, services and operations among groups of people who can affect its welfare (Bittel, 1974). It is the process of building and maintaining favorable organization images among its various clientele groups through the dissemination of information about the organization's products, services, and policies (McFarland, 1964).

Eight role-definition items were used to describe the public relations function of the Regional Extension Supervisor in this area. Table 22 displays the mean score and rank order for each item according to the six respondent groups.

Developing a public relations plan for the county in conjunction with the County Extension Director was identified by the total group as the number-one-ranked item in this category. However, paraprofessionals and County Extension Directors viewed developing and maintaining a liaison with other state, county, or community agencies to be of higher priority, as observed by their 1st-place ranking on this item as compared to their 3rd-place ranking on the number-one-ranked item for the total group. County Extension Agents ranked maintaining the public's understanding and support for Extension programs in the region slightly higher than the number-one-ranked total group response, but only by a mean score difference of .02.



Table 22.--Responses by six groups regarding the current role of Regional Extension Supervisors in Michigan on eight items pertaining to the public relations function of the position, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=387)		PA (N=74)		CEA (N=145)		CED (N=61)		SPEC (N=63)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Develop in conjunction with the County Extension Directors a CES public relations plan for the counties which will address the needs of the general public, key leaders, and elected officials in the region.	2.52	1	2.57	3	2.37	2	2.25	3	2.90	1	2.68	1	2.80	1
Maintain the public's understanding and support for Extension programs in the region.	2.51	2	2.69	2	2.39	1	2.33	2	2.79	2	2.43	3	2.80	2
Develop and maintain a liaison with other state, county or community agencies in the region.	2.47	3	2.72	1	2.28	3	2.43	1	2.73	5	2.30	5	2.60	5
Assist field staff in developing a marketing plan for increasing Extension's visibility in the region.	2.35	4	2.50	5	2.12	5	2.20	5	2.75	3	2.51	2	2.00	6

Table 22.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=387)		PA (N=74)		CEA (N=145)		CED (N=61)		SPEC (N=63)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Represent MSU/CES on various committees within the region.	2.35	5	2.50	4	2.17	4	2.21	4	2.74	4	2.31	4	2.80	3
Represent MSU/CES in non- Extension community events within the region.	2.01	6	2.15	8	1.80	6	1.88	6	2.39	6	1.97	6	2.60	5
Participate in MSU Alumni Association activities in the region.	1.93	7	2.21	7	1.70	7	1.80	7	2.33	7	1.83	7	2.00	7
Prepare news and other Exten- sion information releases appropriate to the region.	1.91	8	2.34	6	1.69	8	1.67	8	2.29	8	1.73	8	1.60	8

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

All respondent groups viewed representing MSU/CES in non-Extension community events within the region, participating in MSU Alumni Association activities in the region, and preparing news releases and other Extension information releases appropriate to the region to be of little importance to the Regional Extension Supervisor's position as it is currently performed. This was demonstrated by the various 6th-, 7th-, and 8th-place rankings given to these three items. The Regional Extension Supervisors viewed assisting field staff in developing a marketing plan to be of lower priority than representing MSU/CES in non-Extension community events within the region, as indicated by their respective 5th- and 6th-place rankings on these two items.

The Administrative Program Team and the Extension Specialists ranked assisting field staff in developing a marketing plan for the region much higher than did the other respondent groups, as observed by their respective 2nd- and 3rd-place rankings as compared with the 5th- and 6th-place rankings of the other respondent groups.

In summary, the public relations function was viewed by all respondent groups to be of relatively low importance to the Regional Extension Supervisor's position as it is currently being performed. All eight of the role-definition items used to describe the public relations function of the Regional Extension Supervisor's position were perceived to be less than a shared responsibility of the Supervisor's position. Developing a public relations plan in conjunction with County Extension Directors and maintaining the

public's understanding and support for Extension programs in the region were the top two ranked items in this category by the total respondent group. Preparing news and other information releases appropriate to the region was ranked eighth by all respondent groups, with a total group mean score of 1.91.

### Budgeting and Financing

Budgets are a formal, financial expression of a manager's plans (Dessler, 1982). A budget is a planning instrument while the executives of an organization are creating it, and it is of continuing aid as plans unfold and are carried out because it serves as a reference point for comparing progress and evaluating the success of the plan (McFarland, 1964). These planned targets are the standards against which actual performance is compared and controlled. Each manager, from first-line supervisor to top management, usually has his/her own budget to use as a standard of comparison (Dessler, 1982). Usually a department head or other executive is given the opportunity to participate in budgetary planning and control by submitting his/her own budget plans (McFarland, 1964).

The cooperative feature of Extension work is well illustrated in the way it is financed. Federal, state, county, and individual funds are all a part of the total Extension budget (Kelsey & Hearne, 1963). Financial planning and control extend to all parts of the organization through the process of budgeting. The lower echelons start the process by deciding what they expect to

accomplish in the ensuing year and how much more will be expected of them than was the case during the current year (McFarland, 1964). Regional Extension Supervisors in Michigan are not directly involved in the budgetary process as this function has been delegated to the four Assistant Directors of Extension. However, they are indirectly involved in both the budgeting and financing aspects of the Extension organization at the county, state, and federal levels as well as through the grant-writing process.

Nine items were used to investigate the responsibilities of the Regional Extension Supervisor with respect to the budgeting and financing function of the position. The mean score and rank order for each item by the six respondent groups are presented in Table 23.

Overseeing that counties file their annual Expenditure and Appropriated Funds report on time was identified as the number-one-ranked activity of Regional Extension Supervisors by the total group, as observed by the 2.76 mean score for the 374 respondents. County Extension Directors indicated that Regional Extension Supervisors play a greater role in overseeing that counties have their nonappropriated funds audited annually, as observed by their 3.07 mean score for that item in comparison to their 2.92 mean score for the total respondent group's number-one-ranked activity. Extension Specialists indicated that Regional Extension Supervisors have the most responsibility for assisting County Extension Directors in securing adequate county funds for all phases of county Extension work, as observed by their 2.87 mean score on that item as

Table 23.--Responses by six groups regarding the current role of Regional Extension Supervisors in Michigan on nine items pertaining to the budgeting and financing function of the position, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=385)		PA (N=74)		CEA (N=144)		CED (N=62)		SPEC (N=62)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Oversee that counties file their annual Expenditure and Appropri- ated Funds reports on time.	2.76	1	2.80	1	2.47	1	2.92	2	2.74	3	3.20	1	4.20	1
Oversee that counties have their nonappropriated funds audited annually by an auditor independent of the Extension organization.	2.55	2	2.49	3	2.11	2	3.07	1	2.63	7	3.00	2	4.00	2
Assist County Extension Directors in securing adequate county funds for all phases of county Exten- sion work.	2.44	3	2.43	5	2.28	3	2.11	3	2.87	1	2.78	3	3.00	3
Monitor county Extension budgets for the region.	2.36	4	2.69	2	2.08	4	1.90	5	2.70	4	2.78	4	3.00	4
Assist staff in developing pro- posals for outside funding of Extension programs.	2.24	5	2.30	7	2.07	5	2.05	4	2.68	5	2.22	7	2.80	5

Table 23.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=385)		PA (N=74)		CEA (N=144)		CED (N=62)		SPEC (N=62)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Seek financial support in addition to county appropriated funds to develop/expand county Extension programs.	2.22	6	2.36	6	2.01	6	1.88	6	2.81	2	2.28	6	2.60	6
Oversee that county appropriated monies are equitably divided so that all staff have reasonable support to carry out their Extension programs.	2.10	7	2.48	4	1.68	7	1.79	7	2.64	6	2.51	5	2.40	7
Develop annual Cooperative Extension Service budget requests for counties in the region.	1.85	8	2.22	8	1.59	8	1.41	8	2.42	8	1.92	8	1.80	8
Present annual county Extension budgets to the County Board of Commissioners.	1.53	9	1.95	9	1.28	9	1.20	9	1.88	9	1.67	9	1.60	9

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

compared to their 2.74 mean score on the number-one-ranked item by the total group. Extension Specialists also ranked seeking financial support in addition to county-appropriated funds to develop/expand county Extension programs much higher than did any of the other respondent groups, as seen by their 2nd-place ranking on this item as compared to all the other respondent groups ranking this item 6th. Overseeing that counties have their nonappropriated funds audited annually was seen by Extension Specialists to be of much lower priority, as witnessed by their 7th-place ranking of this item in comparison to the 1st- to 3rd-place rankings of all the other respondent groups.

Assisting staff in developing proposals for outside funding was seen by paraprofessionals and the Administrative Program Team to be a lower level responsibility of the Regional Extension Supervisors as the position is currently being performed, as observed by their respective 7th-place rankings in comparison to the 4th- and 5th-place rankings of the other respondent groups. Paraprofessionals and the Administrative Program Team perceived that Regional Extension Supervisors have a higher level of responsibility than did the County Extension Agents, the County Extension Directors, and the Regional Extension Supervisor group for overseeing that county-appropriated monies are equitably divided so that all staff have reasonable support to carry out their Extension program, as witnessed by their respective 4th- and 5th-place rankings as compared with the 7th-place ranking given this item by the other



three groups. The Extension Specialist group ranked the item of lower priority than did the paraprofessionals and the Administrative Program Team but of higher priority than the other three groups as viewed by their 6th-place ranking on this item.

In summary, overseeing that counties file their annual Expenditure and Appropriated Funds report on time was judged to be the number-one activity of the Regional Extension Supervisors in their budgeting and financing function as the position is currently being performed. However, there was considerable difference among the groups as to the level of responsibility that Regional Extension Supervisors have for this item. The paraprofessional group (2.80), the County Extension Agents (2.47), the County Extension Directors (2.92), and the Extension Specialists (2.74) all perceived Supervisors having less than a shared responsibility on that particular role item. The Regional Extension Supervisor group, on the other hand, perceived themselves having more than a major responsibility (4.20), whereas the Administrative Program Team perceived the Supervisors' involvement on that item as being a shared responsibility. Extension Specialists placed a much higher value than the other respondent groups on the Regional Extension Supervisor's role in assisting County Extension Directors in securing adequate county funding and also in seeking financial support in addition to county-appropriated funds in order to develop/expand the county Extension programs. However, only the Regional Extension Supervisor group viewed this as being a shared

responsibility, as compared with all the other groups indicating that Supervisors currently have less than a shared responsibility for that role item. All six respondent groups agreed that Regional Extension Supervisors have little or no responsibility for developing annual CES budget requests for the county or for presenting the county Extension budget to the County Board of Commissioners, as observed by their respective 8th- and 9th-place rankings on those two items.

Relative Importance of the Administrative Functions  
as They Are Currently Being Performed

The null hypothesis was established that "There are no significant differences in the perceived expectations held for the various administrative duties of the Regional Extension Supervisor's position as it is currently being performed, as perceived by the respondent groups." This was tested by calculating the mean response score for each of the eight administrative functions as they are currently being performed for the total respondent group and for each position group. Table 24 shows the administrative functions for Regional Extension Supervisors, classified by mean score and rank order.

By observing the mean score and the rank for each administrative function, it was noted that differences existed. The personnel management function had the highest mean score of 2.99 and

Table 24.--Mean response scores and rank order for eight administrative functions as they are currently being performed by Regional Extension Supervisors, by each of six respondent groups.

Administrative Function	Respondent Group													
	Total (N=369)		PA (N=78)		CEA (N=149)		CED (N=62)		SPEC (N=71)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Personnel management (NI=18)	2.99	1	2.79	2	2.90	1	3.02	2	3.29	1	3.08	1.5	3.04	4
Administration and policy (NI=20)	2.95	2	2.71	3	2.89	2	3.04	1	3.04	3	3.08	1.5	3.35	1
Extension programming (NI=16)	2.87	3	2.85	1	2.76	3	2.90	3	2.94	5	2.99	3	3.25	2
Program evaluation and accountability (NI=12)	2.76	4	2.66	4	2.65	4	2.73	4	3.05	2	2.83	4	3.05	3
Staff orientation and development (NI=15)	2.55	5	2.30	8	2.36	5	2.59	5	2.95	4	2.75	5	2.87	5
Program development (NI=16)	2.54	6	2.52	5	2.33	6	2.50	6	2.83	6	2.70	6	2.83	7
Public relations (NI=8)	2.26	7	2.44	6	2.06	7	2.10	7	2.62	7	2.23	8	2.40	8
Budgeting and financing (NI=9)	2.24	8	2.39	7	1.94	8	2.03	8	2.60	8	2.48	7	2.84	6

Note: NI = number of items.

consequently was ranked first. The other administrative functions continued in the following rank order, as determined by decreasing mean scores: administration and policy, Extension programming, program evaluation and accountability, staff orientation and development, program development, public relations, and budgeting and financing.

To determine the significance of these differences, the Friedman analysis of variance test (Marascuilo, McSweeney, & Kirk, 1977), a form of rank-order analysis of variance, was used. In Table 25, the observed significance level is less than .01 with 7 degrees of freedom for all respondent groups except the Regional Extension Supervisor group, which had a significance level of .02. Having established a predetermined significance level of .01, the null hypothesis related to differences between the levels of responsibility of the eight administrative functions was rejected for all groups except the Regional Extension Supervisor group.

The data showed the personnel management function had a Friedman mean rank of 6.29 and the administration and policy function had a mean rank of 6.04. Extension programming had the greatest number of different rankings, with four different rankings for that item. However, the seven other administrative functions all had three different rankings each. The six respondent groups did not come to consensus on any of the eight administrative functions. However, the personnel management function and the administration and policy function were consistently ranked higher

than the other functions, and the public relations function and the budgeting and financing function were consistently ranked lower than the other functions by all respondent groups.

Table 25.--Friedman analysis of variance of administrative function means by rank.

Administrative Function	Rank Order of Respondent Groups						
	Mean Rank*	PA*	CEA*	CED*	SPEC*	APT*	RS
Personnel management	6.29	2	1	2	1	1.5	4
Administration and policy	6.04	3	2	1	3	1.5	1
Extension programming	5.70	1	3	3	5	3	2
Program evaluation and accountability	5.01	4	4	4	2	4	3
Staff orientation and development	3.83	8	5	5	4	5	5
Program development	3.75	5	6	6	6	6	7
Public relations	2.74	6	7	7	7	8	8
Budgeting and financing	2.65	7	8	8	8	7	6

\*Significance < .01.

#### 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 the administrative duties of

the Regional Extension Supervisor's position as it is currently being performed."

This hypothesis was first tested by calculating the standard deviations on each role-definition item for each position group and the total respondent group. Standard deviation is used as a measure of dispersion about the mean of an interval-level variable (Nie, Hull, Jenkins, Steinbrenner, & Brent, 1975) and is useful in indicating consensus or lack of consensus within a position group. Appendix D provides the mean and standard deviation for each of the individual role-definition items for the position of Regional Extension Supervisor as it is currently being performed. The Regional Extension Supervisors had ten items with a standard deviation of 1.00 or greater and eight items with complete consensus (.00 standard deviation). The Extension programming role item (Item 54), "use monthly reports to keep informed of programming accomplishments in the region by campus based Extension Specialists," had the highest standard deviation (1.50), for Regional Extension Supervisors.

The paraprofessional group had the greatest number of items with standard deviations of 1.00 or greater (85 of the 114 items). The largest variance with Program Assistants was a staff orientation and development role item, "providing field staff with EEO and Title IX information" (No. 31), which had a standard deviation of 1.35. The item that received the highest level of consensus among the Program Assistant group was also a staff orientation and development

item, "assisting new staff in becoming acquainted with the community" (No. 30), which had a standard deviation of .84.

The Administrative Program Team, the County Extension Agents, and the Extension Specialist groups all showed the greatest variance on a personnel management role item, that of "presenting new Extension field staff to the County Board of Commissioners" (No. 14), as indicated by their standard deviations of 1.37, 1.16, and 1.15, respectively, on this item. The Administrative Program Team had five role items with a standard deviation of 1.00 or greater, whereas the County Extension Agents had 11 and the Extension Specialists had nine role items over 1.00. The County Extension Director group showed the highest level of consensus, with all role items having a standard deviation less than 1.00.

The County Extension Agents and the County Extension Director groups had the highest level of consensus on a budgeting and financing role item, that of "presenting annual county Extension budgets to the County Board of Commissioners" (No. 114), with their respective standard deviations of .56 and .44 on that role item. The Extension Specialist group showed the most consensus on a personnel management item, that of "interviewing prospective candidates for open positions within the region" (No. 10), with their standard deviation of .58. The item with the lowest standard deviation for the Administrative Program Team was a personnel management item, "developing staffing alternatives for county(ies) and the region." County Extension Directors showed the most variance on an Extension programming role item, that of

"periodically visiting field staff to observe and become familiar with their programming efforts and progress" (No. 57), which had a standard deviation of .99.

The data presented in Appendix D seem to indicate that there were differences in the consensus within each position group on the perceived expectations held for the administrative responsibilities and activities of the Regional Extension Supervisor's position as it is currently being performed in Michigan.

However, it was decided to test this hypothesis further. The Bartlett homogeneity of variance test was performed for the position groups on each of the eight administrative functions. This test is used to determine whether the samples or groups being reviewed come from populations with equal variance (Kerlinger, 1964). The results of the Bartlett test are presented in Table 26 for each of the eight administrative functions. The null hypothesis that there is no significant difference in the consensus within each position group on the perceived expectations of the Regional Extension Supervisor's administrative role as it is currently being performed was rejected for all the administrative functions except the public relations function, which did not meet the previously established .01 significance level.



Table 26.--Bartlett homogeneity of variance test by administrative functions as they are currently performed, for the six respondent groups.

Administrative Function	Significance Level p = *
Personnel management	.000
Staff orientation and development	.000
Program development	.000
Extension programming	.005
Program evaluation and accountability	.000
Administration and policy	.000
Public relations	.026
Budgeting and financing	.000

\*p < .01.

Differences Between the Regional Extension Supervisor Group and Each of the Other Position Groups

The null hypothesis was prepared that "There are no significant differences between the Regional Extension Supervisor group and each of the other respondent groups on the perceived expectations held for the administrative duties of the Regional Extension Supervisor's position as it is currently being performed." Observations made previously in Table 24 indicated that differences in the mean response scores of the six respondent groups for the eight administrative functions did exist.

To determine the significance of these difference, the analysis of variance statistical technique was used. This technique partitions the variation of the total sample into the variance within the treatment groups and the variance between the groups, each part assignable to a different cause or causes (Choa, 1969). A

comparison of between-column variation and within-column variation yields information concerning differences among the column means, which is the central insight provided by the analysis of variance technique (Hamburg, 1970).

The results of this analysis of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed indicated that statistically significant differences existed between the position groups. The results of these analyses are displayed in Table 27. A predetermined level of significance for each administrative function was established at the .01 level.

The data in Table 27 reveal that the personnel management administrative function as it is currently being performed was at the .00 level of significance. Thus, there was a significant difference between the Regional Extension Supervisors and the other five respondent groups on all except the Extension programming function. The major difference was with the Program Assistants at 2.79 and the Extension Specialists at 3.29, whereas the Regional Extension Supervisors had a mean score of 3.04. County Extension Agents' mean score of 2.90 also indicated a slight difference.

Table 27.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan between Regional Extension Supervisors, Paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, and the Administrative Program Team.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	11.2769	5	2.2554	9.1896	.0000
Staff orientation and development	Between	23.2398	5	4.6480	12.0487	.0000
Program development	Between	13.4926	5	2.6985	7.9913	.0000
Extension programming	Between	3.4365	5	.6873	2.1499	.0589
Program evaluation and accountability	Between	8.5204	5	1.7041	4.6907	.0004
Administration and policy	Between	7.2214	5	1.4443	4.9488	.0002
Public relations	Between	18.2787	5	3.6557	8.8141	.0000
Budgeting and financing	Between	29.2064	5	5.8413	13.8253	.0000

\*p < .01.

The data in Table 27 show that the results of the analysis of variance for the Regional Extension Supervisor's staff orientation and development function as it is currently being performed was significant at the .00 level. With a required significance level of .01, the resulting calculated significance level indicated a significant difference existed between the Regional Extension Supervisor group and the other five respondent groups. Paraprofessionals and County Extension Agents had the largest mean score difference from the Regional Extension Supervisor group mean of 2.87 with their respective group means of 2.30 and 2.36. County

Extension Directors displayed a slight difference with their 2.59 group mean. The Regional Extension Supervisors perceived their role to be nearing that of a shared responsibility for the staff orientation development function, the paraprofessionals and County Extension Agents thought the Supervisors currently have a minor role in carrying out that function, and the County Extension Directors perceived the Supervisors to have more than a minor role but less than a shared role as the position is currently being performed.

The reported value from Table 27 for the significant difference of the Regional Extension Supervisors' perceptions of the program development function of their position as compared with the perceptions of the other respondent groups was .00. Thus, a significant difference existed. Regional Extension Supervisors and Extension Specialists viewed this function as it is currently being performed as being nearly a shared responsibility (2.83), whereas County Extension Agents, County Extension Directors, and paraprofessionals indicated Supervisors currently have a minor responsibility with respect to this administrative function as viewed by their lower mean response scores of 2.33, 2.50, and 2.52, respectively.

The data presented in Table 27 indicate the calculated significance level of .0589 on the analysis of variance test for the Extension programming function of the Regional Extension Supervisor's position as it is currently being performed was not significant at the predetermined .01 significance level. Therefore, it was determined that a significant difference between the Regional

Extension Supervisors' views and those of the other respondent groups as related to the extension programming function did not exist.

The data in Table 27 indicate that there were also significant differences between the Regional Extension Supervisors and the other respondent groups at the .00 level for the program evaluation and accountability administrative function. This difference was located between the County Extension Directors and Extension Specialists' perceptions that Regional Extension Supervisors have a shared responsibility on that administrative function, as indicated by their 3.05 mean response scores as compared with the County Extension Agents and Program Assistants perceiving Supervisors having less than a shared responsibility as seen by their respective mean response scores of 2.65 and 2.66.

The information from the data in the analysis of variance table (Table 27) shows a significance level of .00, indicating a significant difference in the responses to the administration and policy function of the Regional Extension Supervisor's position as it is currently being performed. Regional Extension Supervisors perceived their level of responsibility for this administrative function being more than a shared responsibility (3.35), whereas Program Assistants and County Extension Agents perceived them as having less than a shared responsibility as seen by their respective mean response scores of 2.71 and 2.89.

The data in Table 27 reveal that the public relations administrative function was at the .00 level of significance. Thus, there was also a significant difference seen on this item between the Regional Extension Supervisors and the other respondent groups. The major difference was with the County Extension Agents and County Extension Directors perceiving the Supervisors as having a minor responsibility for this particular role item as viewed by their respective 2.06 and 2.10 mean response scores in comparison with the Regional Extension Supervisors perceiving themselves as having more than a minor responsibility but less than a shared responsibility (2.40). Extension Specialists, on the other hand, perceived the Supervisors as having even a higher level of responsibility than the Regional Extension Supervisor group, as viewed by their mean response score of 2.62. However, all respondent groups agreed that Regional Extension Supervisors have less than a shared responsibility for the public relations function as it is currently being performed.

The reported value from Table 27 for the significant difference between the Regional Extension Supervisors' and the other respondent groups' budgeting and financing administrative function was .00. Thus, a significant difference was seen with respect to this administrative function. Regional Extension Supervisors viewed themselves as having nearly a shared responsibility (2.84) for this administrative function, whereas County Extension Agents and County Extension Directors perceived them as having a minor responsibility in carrying out this function as the position is currently being

performed, as viewed by their respective mean response scores of 1.94 and 2.03.

The results of these analyses of variance on each of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed indicated that there were significant differences in seven of the eight functions. Therefore, the null hypothesis that there are no significant differences between the Regional Extension Supervisor group and each of the other respondent groups on the perceived level of responsibility being held for the Regional Extension Supervisor's position as it is currently being performed was rejected.

Respondents' Views Based on Gender, Age, Formal Education,  
Years Employed by the CES, Years in Present Position,  
Region/Campus Affiliation, Size of County Staff,  
Amount of Normal Contact, Type of Contact, and  
Percentage of Time Spent on Administration

The null hypothesis was established that "There is no measurable association between the perceived expectations held for the administrative duties of the Regional Extension Supervisor's position as they are currently being performed and the respondents' gender, age, formal education, years employed by the CES, years in present position, region/campus affiliation, size of county staff, amount of normal contact, type of contact, and percentage of time spent on administration.

Gender of respondents was the first way used to determine differences in the respondents' perceptions of the Regional

Extension Supervisor's administrative functions as they are currently being performed.

The data in Table 28 show the mean scores for the eight administrative functions by the gender of the respondents. The mean scores of the eight administrative functions were consistently ranked lower by the female respondents, as seen by their respective mean response scores.

Table 28.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently being performed in Michigan, classified by gender.

Administrative Function	Males (N=195)	Females (N=191)
Personnel management	3.09	2.89
Staff orientation and development	2.66	2.41
Program development	2.58	2.49
Extension programming	2.89	2.84
Program evaluation and accountability	2.83	2.69
Administration and policy	3.01	2.84
Public relations	2.29	2.21
Budgeting and financing	2.25	2.18

An analysis of variance, a test for differences between means, was used on each administrative function to determine whether significant differences existed between the two groups. The data in Table 29 indicate that significant differences at the .01 level of significance were found in three of the eight administrative functions.



Table 29.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by gender of respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	3.7085	1	3.7085	14.0395	.0002
Staff orientation and development	Between	6.9406	1	6.9406	16.4073	.0001
Program development	Between	.7234	1	.7234	2.0202	.1560
Extension programming	Between	.2275	1	.2275	.7298	.3935
Program evaluation and accountability	Between	1.6994	1	1.6994	4.5561	.0335
Administration and policy	Between	2.6154	1	2.6154	9.0989	.0027
Public relations	Between	.7190	1	.7190	1.6193	.2040
Budgeting and financing	Between	.5160	1	.5160	1.0739	.3007

\*p < .01.

Male and female respondents had significantly different perceptions regarding the level of responsibility that Regional Extension Supervisors have for three administrative functions--staff orientation and development, personnel management, and administration and policy--as observed by their respective .0001, .0002, and .0027 levels of significance. The female respondents, however, consistently indicated that Regional Extension Supervisors had less than a shared responsibility on all eight of the administrative functions, whereas the male respondents indicated that Supervisors had a shared responsibility on two of the eight functions. None of the other administrative functions met the

predetermined .01 level of significance. The program evaluation and accountability administrative function also showed a significant difference at the .05 level of significance between males' and females' perceptions.

To provide meaningful group sizes on the basis of age for the analysis of variance test, the respondents were placed in the following three age groups: under 35 years, 36-45 years, and 46 years and older. Table 30 shows the respondents' mean scores for the eight administrative functions by the original five age groups.

Table 30.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently being performed in Michigan, classified by five age groups.

Administrative Function	Under 26 Years (N=7)	26-35 Years (N=80)	36-45 Years (N=144)	46-55 Years (N=119)	56+ Years (N=39)
Personnel management	2.87	2.96	2.88	3.10	3.09
Staff orientation and development	2.31	2.54	2.37	2.67	2.81
Program development	2.78	2.52	2.39	2.61	2.79
Extension programming	2.95	2.90	2.74	2.94	2.96
Program evaluation and accountability	2.72	2.82	2.64	2.81	2.90
Administration and policy	3.02	2.96	2.85	2.96	3.01
Public relations	2.90	2.25	2.14	2.32	2.33
Budgeting and financing	2.70	2.24	2.13	2.27	2.22

An analysis of variance was used on each administrative function to determine the significant differences between means for

the three condensed age categories. The data in Table 31 indicate that four of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed had a significant difference at the .01 level of significance. The four administrative areas meeting the predetermined .01 level of significance were the personnel management function, the staff orientation and development function, the program development function, and the Extension programming function, as observed by their significance levels of .00. The respondents over the age of 46 consistently perceived Regional Extension Supervisors as having a higher level of responsibility for the personnel management, staff orientation and development, and program development functions of their position than did the younger age groups. The 36-45 year age group perceived Supervisors as having a lower level of responsibility than did the other respondent age groups for the program development function as compared to the under-26 age group, which perceived the Supervisors as having a much higher level of responsibility for the public relations and budgeting and financing functions than did the other age groups.

Table 31.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by age of respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	3.6482	2	1.8421	7.0973	.0009
Staff orientation and development	Between	8.5927	2	4.2964	10.1841	.0000
Program development	Between	5.1849	2	2.5924	7.4144	.0007
Extension programming	Between	3.3584	2	1.6792	5.3949	.0049
Program evaluation and accountability	Between	2.9808	2	1.4904	3.9964	.0192
Administration and policy	Between	1.1463	2	.5731	1.9505	.1437
Public relations	Between	2.6054	2	1.3027	2.9654	.0528
Budgeting and financing	Between	1.5674	2	.7837	1.6090	.2015

\*p < .01.

A significant difference was found in the views of the respondents in relationship to their formal education with respect to five of the eight administrative functions as they are currently being performed. The five administrative functions that had significance levels at the predetermined .01 level of significance were the personnel management function, the staff orientation and development function, the program development function, the public relations function, and the budgeting and financing function. Data in Tables 32 and 33 show the results to support this analysis.

Table 32.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently performed in Michigan, classified by formal education.

Administrative Function	Less Than B.S. (N=52)	Bachelor's (N=88)	Master's (N=169)	Specialist's (N=3)	Doctor's (N=80)
Personnel management	2.77	2.92	2.97	3.30	3.24
Staff orientation and development	2.29	2.42	2.51	2.78	2.87
Program development	2.54	2.44	2.45	2.85	2.75
Extension programming	2.79	2.87	2.85	2.91	2.90
Program evaluation and accountability	2.61	2.75	2.71	3.04	2.95
Administration and policy	2.70	2.92	2.97	3.28	2.99
Public relations	2.50	2.23	2.04	2.46	2.55
Budgeting and financing	2.43	2.02	2.09	2.93	2.49

Table 33.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by formal education of respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	8.2519	3	2.7500	11.4538	.0000
Staff orientation and development	Between	13.3559	3	4.4520	10.9127	.0000
Program development	Between	5.8699	3	1.8699	5.2731	.0014
Extension programming	Between	.3942	3	.1314	.4065	.7484
Program evaluation and accountability	Between	4.2192	3	1.4064	3.7694	.0109
Administration and policy	Between	3.1967	3	1.0656	3.5401	.0148
Public relations	Between	16.7492	3	5.5831	14.1417	.0000
Budgeting and financing	Between	4.2603	3	4.2603	9.3447	.0000

\*p < .01.

To run a more accurate analysis of variance test, the five categories listed in Table 32 were regrouped into the following four groupings: less than B.S., Bachelor's, Master's and Specialist's, and Doctor's degree. Examination of Table 32 reveals that individuals with Bachelor's degrees or less consistently perceived Regional Extension Supervisors as having less than a shared responsibility for all eight administrative functions, whereas the respondents holding Doctor's degrees perceived the Supervisors having nearly a shared responsibility for all but two of the administrative functions. The difference in mean scores for the less than B.S. group and the Doctor's degree group was .47 for the personnel management function and .58 for the staff orientation and development function, as observed by their respective 2.77 and 3.24 mean scores for the personnel management function and their 2.29 and 2.87 mean scores for the staff orientation and development function. The Bachelor's degree group and the Doctor's degree group had a mean score difference of .31 for the program development function and a .47 mean score difference on the budgeting and financing function, as viewed by their respective 2.44 and 2.75 mean scores on the program development function and their 2.02 and 2.49 mean scores on the budgeting and financing function.

Length of service with the Cooperative Extension Service was the fourth way used to determine differences in the respondents' perceptions of the Regional Extension Supervisor's various administrative functions as they are currently being performed in

Michigan. Table 34 displays the mean scores for the six original years-employed-by-CES categories, which are: less than 12 months, 1-5 years, 6-10 years, 11-15 years, 16-20 years, and over 20 years. For analysis of variance purposes, these six categories were regrouped into four groupings to strengthen the analysis of variance test. The four new groupings were: 5 years or less, 6-10 years, 11-15 years, and 16 or more years.

Table 34.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently being performed in Michigan, classified by length of service with the CES.

Administrative Function	Less Than 1 Year (N=5)	1-5 Years (N=97)	6-10 Years (N=92)	11-15 Years (N=74)	16-20 Years (N=53)	Over 20 Years (N=69)
Personnel management	3.14	2.93	2.93	2.95	2.93	3.19
Staff orientation and development	2.59	2.39	2.49	2.46	2.53	2.88
Program development	2.74	2.55	2.45	2.43	2.42	2.77
Extension programming	3.00	2.86	2.78	2.85	2.79	3.01
Program evaluation and accountability	2.70	2.72	2.74	2.71	2.65	2.95
Administration and policy	3.12	2.85	2.91	2.95	2.83	3.12
Public relations	2.78	2.40	2.20	2.10	2.06	2.39
Budgeting and financing	2.73	2.23	2.19	2.15	2.12	2.35

The data in Table 35 indicate that a significant difference existed at the .01 significance level on the staff orientation and development function, as observed by the .00 level of significance on that item. The public relations function was also close to being significant at the predetermined .01 level of significance, as seen

by the .0161 significance level on that particular administrative function. Table 34 revealed that respondents with less than five years of experience with the CES viewed the Regional Extension Supervisor's involvement with the staff orientation and development function as being a minor responsibility of the position (2.39), whereas those with 16-20 years of service and those with over 20 years viewed Supervisors as having more than a minor responsibility but less than a shared responsibility, as seen by their respective mean response scores of 2.53 and 2.88.

Table 35.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by length of service with the CES of respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	1.6569	3	.5523	2.0736	.1032
Staff orientation and development	Between	6.8714	3	2.2905	5.3705	.0012
Program development	Between	2.3862	3	.7954	2.2205	.0853
Extension programming	Between	.9315	3	.3105	.9610	.4112
Program evaluation and accountability	Between	.7260	3	.2420	.6376	.5912
Administration and policy	Between	1.0176	3	.3392	1.1491	.3291
Public relations	Between	4.5522	3	1.5174	3.4816	.0161
Budgeting and financing	Between	.6732	3	.2244	.4583	.7116

\*p < .01.



No significant difference was found in the views of the respondents and the number of years they had been in their present positions. Data in Tables 36 and 37 show the results to support this analysis. However, two administrative functions bear further investigation. The staff orientation and development function had a p-value of .0173. Review of Table 36 indicates that respondents with over 20 years of experience in their present position judged the Regional Extension Supervisor's involvement with the staff orientation and development function to be a shared responsibility of the position (3.00), whereas all the other respondent groups viewed their involvement being less than shared but more than a minor responsibility, as viewed by the other groups' mean response scores of 2.49 to 2.59. Likewise, the respondent group with over 20 years of experience in their present position viewed the Regional Extension Supervisor's involvement in the program development function to be a shared responsibility of the position (2.93), whereas the other respondent groups' mean response scores (2.40 to 2.64) indicated they had less than a shared responsibility on that function. The program development function was not significant at the .01 level, as the .0135 significance level observed in Table 37 shows.

Table 36.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently being performed in Michigan, classified by years in present position.

Administrative Function	Less Than 1 Year (N=24)	1-5 Years (N=132)	6-10 Years (N=109)	11-15 Years (N=64)	16-20 Years (N=32)	Over 20 Years (N=30)
Personnel management	3.01	2.92	2.98	2.98	2.94	3.34
Staff orientation and development	2.59	2.46	2.51	2.51	2.58	3.00
Program development	2.64	2.55	2.45	2.40	2.50	2.93
Extension programming	2.94	2.86	2.83	2.84	2.77	3.03
Program evaluation and accountability	2.79	2.78	2.68	2.71	2.76	3.03
Administration and policy	3.10	2.89	2.93	2.95	2.79	3.07
Public relations	2.30	2.29	2.17	2.16	2.20	2.60
Budgeting and financing	2.37	2.22	2.15	2.14	2.16	2.55

Table 37.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by years in present position of respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	1.7561	3	.5854	2.1941	.0883
Staff orientation and development	Between	4.4496	3	1.4832	3.4254	.0173
Program development	Between	3.2304	3	1.2771	3.6115	.0135
Extension programming	Between	.2304	3	.0768	.2405	.8681
Program evaluation and accountability	Between	2.4247	3	.8082	2.1491	.0936
Administration and policy	Between	.0299	3	.0100	.0336	.9917
Public relations	Between	2.7684	3	.9228	2.0911	.1010
Budgeting and financing	Between	2.1378	3	.7126	1.4810	.2193

\*p < .01.

Region/campus affiliation was the next way used to determine differences in the perceptions being held by the respondents toward the administrative functions of the Regional Extension Supervisor's position as it is currently being performed in Michigan. Table 38 displays the respondents' mean scores according to the following seven categories: Upper Peninsula, North, East Central, Southeast, Southwest, West Central, and campus.

Table 38.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently being performed in Michigan, classified by region/campus affiliation.

Administrative Function	Upper Peninsula (N=33)	North (N=44)	East Central (N=44)	South- east (N=63)	South- west (N=56)	West Central (N=53)	Campus (N=103)
Personnel management	3.01	2.87	2.95	2.85	2.80	2.99	3.23
Staff orientation and development	2.47	2.30	2.35	2.38	2.30	2.67	2.91
Program development	2.49	2.32	2.49	2.45	2.25	2.56	2.81
Extension programming	2.94	2.73	2.82	2.77	2.80	2.97	2.97
Program evaluation and accountability	2.69	2.31	2.67	2.79	2.68	2.86	2.98
Administration and policy	3.04	2.83	2.92	2.87	2.79	2.91	3.06
Public relations	2.50	2.23	2.20	2.28	1.95	2.04	2.49
Budgeting and financing	2.19	1.99	2.11	2.32	1.93	2.06	2.54

Table 39 indicates that significant differences were found at the .00 level of significance for six of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed. The six administrative functions with significance levels greater than the predetermined .01 level of

significance were personnel management, staff orientation and development, program development, program evaluation and accountability, public relations, and budgeting and financing. A review of Table 38 indicates that campus-based respondents (3.23) and the respondents from the Upper Peninsula (3.01) and the West Central regions (2.99) perceived the Regional Extension Supervisors as having a shared responsibility with regard to the personnel management administrative function as it is currently being performed, as compared to the other respondent groups perceiving them as having less than a shared responsibility. The respondents from the Southwest region indicated the lowest level of Regional Extension Supervisor involvement on this administrative item, as observed by their 2.80 mean score.

Table 39.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by region/campus affiliation of respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	9.8602	6	1.6434	6.6058	.0000
Staff orientation and development	Between	23.4323	6	3.9054	10.0476	.0000
Program development	Between	14.2963	6	2.3827	7.0746	.0000
Extension programming	Between	3.5702	6	.5950	1.8776	.0836
Program evaluation and accountability	Between	14.6264	6	2.4377	6.9870	.0000
Administration and policy	Between	3.6995	6	.6166	2.0354	.0602
Public relations	Between	14.5085	6	2.4181	5.8545	.0000
Budgeting and financing	Between	18.3676	6	3.0613	6.7347	.0000

\*p < .01.

The campus-based respondent group (2.91) perceived Regional Extension Supervisors as having a shared responsibility on the staff orientation and development function, the respondents from the West Central region (2.67) perceived them as having more than a minor responsibility but less than a shared responsibility, while all the other respondent groups indicated that the Regional Extension Supervisors' level of involvement on that particular administrative function was closer to a minor responsibility as viewed by their mean response scores (2.30 to 2.47). The respondents from the North and the Southwest regions indicated the lowest level of Regional Extension Supervisor involvement on this administrative item, as observed by their respective 2.30 mean scores in Table 38.

The respondents from the North (2.32) and Southwest (2.25) regions perceived the Regional Extension Supervisors as having a minor responsibility for the program development function as compared to all the other respondent groups, indicating Regional Extension Supervisors have more than a minor responsibility but less than a shared responsibility for that particular administrative function as viewed by their mean response scores (2.45 to 2.81). The respondents from the Southwest region indicated the greatest mean score difference from that of the campus-based and West Central groups with their mean score of 2.25.

The campus-based respondent group (2.97) and the respondents from the West Central region also indicated a higher level of involvement by the Regional Extension Supervisors on the program

evaluation and accountability function than did the other respondent groups. The mean response score for the North region respondents (2.31) showed the greatest difference from the campus-based and the West Central region respondent groups. The North region respondents (2.31) perceived Regional Extension Supervisors as having a minor responsibility for the program evaluation and accountability administrative function as compared to the West Central and campus-based groups perceiving the Supervisor's involvement as being a shared responsibility.

The highest level of responsibility for the public relations function of the Regional Extension Supervisor's position as it is currently being performed was seen in the campus-based respondent group (2.49) and the respondents from the Upper Peninsula region (2.50). Both groups perceived the Supervisors as having more than a minor responsibility but less than a shared responsibility on that administrative function as compared to the other respondent groups perceiving the Supervisors as having a minor responsibility for that administrative function. Table 38 indicates that the respondents from the Southwest (1.95) and West Central (2.04) regions had the lowest mean scores for the public relations function of the Regional Extension Supervisor's position as it is currently being performed in Michigan.

The final administrative function with respect to the region/campus-affiliation criteria of the respondent groups that had a significance level greater than .01 was the budgeting and financing function. The campus-based respondents (2.54) and those from the

Southeast region (2.32) perceived the Supervisors as having more than a minor responsibility on this administrative function but less than a shared responsibility as compared to all the other respondent groups indicating the Supervisor's responsibility was minor for this function. The respondents from the Southwest and North regions indicated that Regional Extension Supervisors play a much less important role on this particular administrative function, as was observed by their respective mean response scores of 1.93 and 1.99.

Size of county staff was another way used to identify differences in the perceptions being held by the respondents toward the Regional Extension Supervisor's position as it is currently being performed in Michigan. Tables 40 and 41 demonstrate no significant difference existed between respondents from the various sizes of counties for the eight administrative functions of the Regional Extension Supervisor's position. However, the budgeting and financing function came close with a .0143 level of significance. Examination of Table 40 reveals that respondents from counties with 10 to 15 professional and paraprofessional staff (2.44) indicated that Regional Extension Supervisors have a higher level of responsibility for the budgeting and financing function than did any of the other respondent groups, as viewed by their lower (1.98 to 2.04) mean scores for this administrative function.

Table 40.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently performed in Michigan, classified by size of county staff (professional and para-professional).

Administrative Function	3 or Less Persons (N=43)	4-9 Persons (N=126)	10-15 Persons (N=38)	16-21 Persons (N=28)	22 or More Persons (N=29)
Personnel management	2.91	2.94	2.98	2.78	2.65
Staff orientation and development	2.35	2.41	2.53	2.27	2.31
Program development	2.32	2.41	2.66	2.38	2.32
Extension programming	2.84	2.85	2.97	2.73	2.72
Program evaluation and accountability	2.60	2.71	2.79	2.58	2.68
Administration and policy	2.94	2.89	2.96	2.73	2.75
Public relations	2.35	2.14	2.37	1.93	2.11
Budgeting and financing	1.99	2.04	2.44	1.98	2.00

Table 41.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by size of county staff of respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	2.5571	4	.6393	2.5516	.0396
Staff orientation and development	Between	1.4299	4	.3575	.8468	.4966
Program development	Between	2.8762	4	.7190	2.0678	.0855
Extension programming	Between	1.3489	4	.3372	1.0520	.3809
Program evaluation and accountability	Between	1.0755	4	.2689	.7286	.5732
Administration and policy	Between	1.4591	4	.3648	1.2075	.3081
Public relations	Between	4.5612	4	1.1403	2.5711	.0385
Budgeting and financing	Between	5.9416	4	1.4854	3.1797	.0143

\*p < .01.



The normal amount of contact the respondents had with Regional Extension Supervisors was another criterion used to determine significant differences in the views of the various respondents. Table 42 lists the mean scores for the original six categories: no contact, 1-2 times per year, 1-2 per quarter, 1-2 times per month, 1-2 times per week, and more than 2 times per week. For analysis of variance purposes, categories 5 and 6 in Table 42 were combined.

Table 42.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently being performed in Michigan, classified by the normal amount of contact they have with the position of Regional Extension Supervisor.

Administrative Function	No Contact (N=24)	1-2 Times/ Year (N=90)	1-2 Times/ Quarter (N=138)	1-2 Times/ Month (N=117)	1-2 Times/ Week (N=18)	> 2 Times/ Week (N=11)
Personnel management	2.77	2.93	3.04	2.97	3.07	3.20
Staff orientation and development	2.36	2.44	2.36	2.51	2.63	2.89
Program development	2.55	2.49	2.56	2.44	2.58	2.82
Extension programming	2.64	2.71	2.89	2.93	3.01	3.09
Program evaluation and accountability	2.52	2.74	2.81	2.73	2.77	2.88
Administration and policy	2.67	2.77	2.98	2.96	3.19	3.19
Public relations	2.37	2.43	2.22	2.12	2.42	2.15
Budgeting and financing	2.47	2.34	2.16	2.06	2.46	2.36

Table 43 indicates that significant differences at the .01 level of significance occurred on three of the eight administrative functions: Extension programming, administration and policy, and budgeting and financing. Examination of Table 42 indicates that

respondents who were in contact with Regional Extension Supervisors 1-2 times per week (3.01) and those who were in contact more than twice a week (3.09) perceived the Regional Extension Supervisors as having a shared responsibility for the Extension programming function, whereas the other respondent groups who were in contact with the Supervisors less often perceived them as having less than a shared responsibility but more than a minor responsibility for that particular administrative function, as viewed by their mean response scores (2.64 to 2.93).

Table 43.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by amount of normal contact the respondents in this study have with the position of Regional Extension Supervisor.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	2.2645	4	.5661	2.1145	.0783
Staff orientation and development	Between	3.0757	4	.7689	1.7489	.1385
Program development	Between	1.6424	4	.4106	1.1166	.3482
Extension programming	Between	4.8064	4	1.2016	3.8284	.0046
Program evaluation and accountability	Between	1.7844	4	.4461	1.1792	.3195
Administration and policy	Between	6.1559	4	1.5390	5.2884	.0004
Public relations	Between	5.3993	4	1.3498	3.0577	.0169
Budgeting and financing	Between	7.3532	4	1.8383	3.8355	.0045

\*p < .01.

The Regional Extension Supervisors were also perceived as having a shared responsibility for the administration and policy function, which had a .00 level of significance, by the respondents who were in contact with Regional Extension Supervisors at least once a week (3.19) as compared with having less than a shared responsibility but more than a minor responsibility by those respondents who were not in contact with the Regional Extension Supervisor's position (2.67) or who communicated only once or twice a year (2.77).

A level of significance at the .00 level was observed for the budgeting and financing function as it is currently being performed. Respondents who had no contact with the position (2.47) and those who had contact at least once a week (2.46) indicated that Regional Extension Supervisors have more than a minor responsibility but less than a shared responsibility for the budgeting and financing function as compared with the respondents who indicated that they were in contact with the Regional Extension Supervisor's position 1-2 times a month (2.06) perceiving the Supervisor's responsibility for that administrative function as being minor.

In addition to the amount of contact the respondents had with the position of Regional Extension Supervisor, it was decided also to test for differences in the perceptions the respondents had on the basis of the type of contact they had with the position of Regional Extension Supervisor. Table 44 displays the mean score values for the respondents' responses according to the type of contact they normally had with the position of Regional Extension

Supervisor. The six categories were: everything (face-to-face meetings, letters, and telephone conversations throughout the year), letters and telephone conversations, letters only, telephone conversations only, occasional contact at meetings or events, and little or no contact with the position.

Table 44.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently being performed in Michigan, classified by the normal type of contact they have with the position of Regional Extension Supervisor.

Administrative Function	Every- thing <sup>a</sup> (N=237)	Letters & Phone (N=26)	Letters Only (N=10)	Phone Only (N=1)	Contact at Meetings/ Events (N=83)	Little or No Contact (N=36)
Personnel management	3.03	2.79	2.97	2.67	2.96	2.97
Staff orientation and development	2.55	2.38	2.37	2.07	2.56	2.57
Program development	2.48	2.47	2.98	2.19	2.58	2.55
Extension programming	2.91	2.85	2.91	2.56	2.89	2.69
Program evaluation and accountability	2.77	2.52	3.01	2.67	2.81	2.60
Administration and policy	3.00	2.82	3.25	3.00	2.83	2.65
Public relations	2.17	2.07	2.79	2.63	2.44	2.42
Budgeting and financing	2.11	2.09	3.14	2.56	2.34	2.44

<sup>a</sup>Face-to-face meetings, letters, and telephone conversations throughout the year.

As seen in Table 45, three of the eight administrative functions had significant differences at the predetermined .01 level of significance. They are: administration and policy, public

relations, and budgeting and financing. For analysis of variance purposes, categories 3 and 4 in Table 44 were combined.

Table 45.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by type of normal contact the respondents in this study have with the position of Regional Extension Supervisor.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	1.4997	4	.3749	1.3937	.2354
Staff orientation and development	Between	1.1707	4	.2927	.6597	.6203
Program development	Between	2.3715	4	.5929	1.6317	.1655
Extension programming	Between	2.0050	4	.5013	1.5656	.1828
Program evaluation and accountability	Between	3.1763	4	.7941	2.1055	.0795
Administration and policy	Between	5.8538	4	1.4635	4.9750	.0006
Public relations	Between	9.1681	4	2.2920	5.2609	.0004
Budgeting and financing	Between	14.5321	4	3.6330	7.9384	.0000

\*p < .01.

An examination of Table 44 reveals that respondents who had contact with the position of Regional Extension Supervisor in a variety of ways perceived Regional Extension Supervisors as having a shared responsibility for the administration and policy function (3.00) as compared to the respondents who indicated they had little or no contact with the position (2.65) perceiving Supervisors as having less than a shared responsibility but more than a minor responsibility for the administration and policy function.

Individuals who came in contact with the position in a variety of ways (2.17) and those who received letters and telephone calls from Supervisors (2.07) perceived the Regional Extension Supervisors' involvement in the public relations function as being a minor responsibility, as compared to the respondents who came in contact with the position occasionally at meetings or events (2.34) and those who had little or no contact with the position (2.44) perceiving the Supervisors as having more than a minor responsibility but less than a shared responsibility for that administrative function.

The Regional Extension Supervisors' involvement in the budgeting and financing function was seen by those who received letters only (3.14) as being a shared responsibility, those who had little or no contact with the position (2.44) perceived the Supervisors as having less than a shared responsibility but more than a minor responsibility, while respondents who came in contact with the position in a variety of ways (2.11) and those who had contact with the position primarily through letters and telephone calls (2.09) saw the Supervisors as having only a minor responsibility with regard to that administrative function.

The final item used to identify possible differences in the respondents' perceptions for the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed in Michigan was the percentage of time spent in the administration of Extension staff or programs. Five categories were

originally established and can be seen in Table 46: none, less than 20%, 21-40%, 41-60%, and over 60%. For analysis of variance purposes, categories 4 and 5 in Table 46 were combined to run a more accurate statistical test.

Table 46.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they are currently being performed in Michigan, classified by the percentage of time spent administering Extension staff or programs.

Administrative Function	None (N=72)	20% & Under (N=74)	21-40% (N=58)	41-60% (N=17)	Over 60% (N=32)
Personnel management	2.91	3.05	3.06	2.92	3.00
Staff orientation and development	2.56	2.63	2.58	2.55	2.57
Program development	2.65	2.58	2.48	2.57	2.51
Extension programming	2.89	2.90	2.88	2.91	2.88
Program evaluation and accountability	2.92	2.82	2.72	2.70	2.80
Administration and policy	2.93	3.05	3.00	2.94	3.01
Public relations	2.37	2.28	2.11	2.17	2.15
Budgeting and financing	2.32	2.19	2.18	2.19	2.21

An analysis of variance test of mean scores (Table 47) indicated that no significant difference existed at the .01 level of significance. None of the administrative functions had a significance level even close to the predetermined .01 significance level. Therefore, no further investigation was conducted.

Table 47.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they are currently being performed in Michigan, by percentage of time spent administering Extension staff or programs.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	.9863	3	.3288	1.2715	.2847
Staff orientation and development	Between	.2303	3	.0768	.1928	.9013
Program development	Between	.9891	3	.3297	1.0035	.3919
Extension programming	Between	.0093	3	.0031	.0099	.9986
Program evaluation and accountability	Between	1.3323	3	.4441	1.1873	.3152
Administration and policy	Between	.5197	3	.1732	.6292	.5968
Public relations	Between	2.5325	3	.8442	1.9638	.1200
Budgeting and financing	Between	.7616	3	.2539	.5293	.6626

\*p < .01.

The null hypothesis concerning the measurable association between the importance of the administrative functions was rejected for seven out of the ten criteria because significant differences were found in the mean scores for four of the eight administrative functions with respect to gender of the respondent, in four of the eight administrative functions with respect to age of respondents, in five of the eight administrative functions with respect to formal education of the respondents, in one of the eight administrative functions with respect to the length of service with the CES of the respondents, in six of the eight administrative functions with respect to the region/campus affiliation of the respondents, in



three of the eight administrative functions with respect to the amount of contact the respondents had with the position of Regional Extension Supervisor, and in three of the eight administrative functions with respect to the type of contact respondents had with the position of Regional Extension Supervisor. Thus, the null hypothesis for these items as the position is currently being performed was rejected. Although the respondents' mean response scores for the eight administrative functions differed with respect to their length of time in present position, size of county staff, and percentage of time spent in the administration of Extension staff or programs, the null hypothesis was not rejected for these three categories.

Administrative Functions in the CES at the Regional  
Level as They Should Be Performed

In the literature, it was ordinarily said that "society" or the "group" defines the obligations attached to a particular position. To demonstrate what "society" or a "group" expects, it is important to ask its members what they expect (Gross et al., 1958). This section of Chapter IV is designed to analyze the perceptions held by the six respondent groups concerning how the position of Regional Extension Supervisor should be performed in Michigan.

The same eight administrative functions that were identified to describe the position of Regional Extension Supervisor as it is currently being performed in Michigan were used to describe the position as it should be performed. The eight administrative functions were personnel management, staff orientation and

development, program development, Extension programming, program evaluation and accountability, administration and policy, public relations, and budgeting and financing.

The data in this portion of the chapter were grouped into the eight administrative function areas listed above in order to facilitate analysis of the items associated with the position of Regional Extension Supervisor in Michigan as the position should be performed. The data are based on the perceptions of 125 Extension paraprofessionals, 152 County Extension Agents, 68 County Extension Directors, 85 Extension Specialists, 38 Administrative Program Team members, and 5 Regional Extension Supervisors. The analysis was based on the perceived degree of involvement Regional Extension Supervisors should possess in the Extension organization toward the responsibilities and activities associated with the eight administrative function areas. The five levels of involvement, which were placed along a five-point scale, were as follows: 1 = "None," the Regional Extension Supervisor has no responsibility for the activity; 2 = "Minor," the Regional Extension Supervisor is responsible for a minor portion of the activity, another position in the CES organization is responsible for the major share; 3 = "Shared," the Regional Extension Supervisor shares equally the responsibility for the activity with another position in the CES organization; 4 = "Major," the Regional Extension Supervisor has responsibility for the activity while another position in the organization is responsible for a minor share of the activity; and

5 = "Complete," the Regional Extension Supervisor is the only position in the organization responsible for this activity.

#### Personnel Management

The responses to 18 possible role-definition items of the Regional Extension Supervisor's position judged to be examples of the personnel management function at the regional level are shown in Table 48.

Insuring fair treatment of all Extension staff in the region (3.73) was ranked as the role item in which Regional Extension Supervisors should have the most responsibility when the mean score of all 410 respondents was considered. Supervisors were perceived to have more than a shared responsibility for that particular role item but less than a major responsibility. However, the three campus-based respondent groups placed higher levels of responsibility on other role-definition items. Extension Specialists thought Regional Extension Supervisors had a higher level of responsibility on three other role-definition items as viewed by their respective mean scores. Knowing the attitudes of Extension staff in the region toward the CES organization (3.57) was the role item the Extension Specialists indicated Regional Extension Supervisors have the highest level of responsibility for in this category. They also thought that maintaining staff solidarity, morale, and esprit de corps in the region (3.53) and conducting periodic appraisals of county, district, and regional Extension staff in the region (3.50) were important role items of Regional

Table 48.--Eighteen items pertaining to the personnel management function of Regional Extension Supervisors in Michigan as the position should be performed, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=80)		CEA (N=149)		CED (N=62)		SPEC (N=73)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Ensure fair treatment of all Extension staff in the region.	3.73	1	3.81	1	3.81	1	3.79	1	3.50	4	3.65	2	3.80	3
Conduct periodic appraisals of county, district and regional staff in the region.	3.61	2	3.76	2	3.60	2	3.49	4	3.50	3	3.68	1	3.80	4
Know the attitudes of Extension staff in the region towards the CES organization.	3.51	3	3.45	7	3.50	4	3.55	2	3.57	1	3.54	4	3.54	10
Maintain staff solidarity, morale and esprit de corps in the region.	3.48	4	3.32	9	3.55	3	3.51	3	3.53	2	3.39	10	3.20	14
Maintain a competent staff within the region.	3.47	5	3.58	3	3.49	5	3.35	9	3.37	10	3.49	6	4.00	1
Insure compliance with county, Michigan State University and Extension personnel policies and procedures.	3.46	6	3.48	6	3.44	6	3.46	6	3.40	9	3.54	5	3.40	13

Table 48.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=80)		CEA (N=149)		CED (N=62)		SPEC (N=73)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Provide information and procedures to staff for filing grievances and appeals.	3.43	7	3.55	4	3.39	8	3.43	7	3.43	8	3.36	11	2.80	17
Handle personnel problems/ conflict in the region.	3.41	8	3.13	11	3.44	7	3.48	5	3.46	5	3.60	3	3.80	5
Administer University and Extension service policies and procedures for handling staff disciplinary problems with the Region.	3.36	9	3.35	8	3.36	9	3.39	8	3.25	12	3.43	8	3.40	12
Administer CES policies and procedures relating to continuing employment of Extension field staff in the region.	3.31	10	3.53	5	3.28	10	3.23	12	3.34	11	3.03	12	3.40	11
Assist staff in the region in developing their Extension roles.	3.29	11	3.11	12	3.23	11	3.32	10	3.46	6	3.40	9	3.00	16
Identify individual strengths and weaknesses of Extension staff in the region.	3.26	12	3.04	14	3.20	12	3.25	11	3.44	7	3.47	7	3.60	8

Table 48.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=80)		CEA (N=149)		CED (N=62)		SPEC (N=73)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Develop staffing alternatives for county(ies) and the region.	3.16	13	3.06	13	3.17	13	3.10	13	3.23	13	3.19	12	3.60	9
Interview prospective candidates for open positions within the region.	3.09	14	2.94	15	3.12	14	3.06	15	3.11	14	3.16	13	3.60	6
Select staff for vacant county, district and regional Extension positions within the region.	2.98	15	2.87	16	2.94	15	3.08	14	2.95	17	3.00	17	3.60	7
Recruit candidates for open field staff positions within the region.	2.90	16	2.78	17	2.88	16	2.89	17	2.96	16	3.11	14	3.00	15
Present new Extension field staff to the County Board of Commis- sioners.	2.86	17	2.65	18	2.72	18	2.97	16	2.97	15	3.08	15	4.00	2
Provide staff with policies and procedures relating to staff benefits.	2.82	18	3.15	10	2.73	17	2.74	18	2.72	18	2.68	18	2.40	18

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

Extension Supervisors, as was insuring fair treatment of all Extension staff in the region (3.50). The Administrative Program Team thought conducting periodic appraisals of county, district, and regional Extension staff in the region (3.68) was the role item Regional Extension Supervisors have the most responsibility for in this category. Insuring fair treatment of staff was ranked number two, with a mean score of 3.65. All were items that Regional Extension Supervisors were perceived to have more than a shared responsibility for but less than a major responsibility of the position.

Regional Extension Supervisors perceived that they should have a major responsibility for maintaining a competent staff in the region (4.00) and presenting new Extension field staff to the County Board of Commissioners (4.00), both of which they ranked higher than they did insuring fair treatment of all Extension staff in the region (3.80). The Regional Extension Supervisors thought they should have just as much responsibility for handling personnel problems/conflict in the region (3.80) as they do for insuring fair treatment of all staff in the region.

The Regional Extension Supervisors (3.54) and the paraprofessionals (3.45) placed a lower priority on knowing the attitudes of Extension staff in the region toward the CES organization, as indicated by their respective 10th- and 7th-place rankings on that item in comparison with the other respondent groups' 1st- to 4th-place rankings (means of 3.45 to 3.57) on that item. However, all

respondent groups agreed that this role item should be more than a shared responsibility of the position but less than a major responsibility. The County Extension Agents (3.55), the County Extension Directors (3.51), and the Extension Specialists (3.53) thought that Regional Extension Supervisors should have a much higher level of responsibility for maintaining staff solidarity, morale, and esprit de corps in the region, as viewed by their respective 3rd-, 3rd-, and 2nd-place rankings in comparison with the 9th-, 10th-, and 14th-place rankings on this item by the other three respondent groups (means of 3.20 to 3.48). However, all the respondent groups agreed that Supervisors should have more than a shared responsibility for that particular role item.

The paraprofessionals (3.13) and County Extension Agents (3.44) placed a much lower value on the Regional Extension Supervisor's involvement in handling personnel problems/conflict in the region, as observed by their respective 11th- and 7th-place rankings on that item in comparison with the 3rd- to 5th-place rankings for the other respondent groups (means of 3.46 to 3.80). However, all the groups perceived the Supervisors as having more than a shared responsibility for that role item. Paraprofessionals (3.53) placed a much higher level of responsibility than the Administrative Program Team (3.03) did on the Regional Extension Supervisor's involvement in administering CES policies and procedures relating to continuing employment of Extension field staff in the region, as seen by their respective 5th- and 16th-place rankings for this role item. The other respondent groups gave this item a 10th- to



12th-place ranking (means of 3.23 to 3.40). Regional Extension Supervisors were perceived by the campus-based respondent groups to have a higher level of involvement in identifying the individual strengths and weaknesses of Extension staff in the region than was perceived by the county-based groups, as observed by the 7th- and 8th-place rankings by the campus-based groups and the 11th-, 12th-, and 14th-place rankings by the county-based groups. However, all the groups agreed that Supervisors should have more than a shared responsibility for that role item.

The Regional Extension Supervisor group (3.60) perceived interviewing of prospective candidates for open positions in their region to be a higher priority of the position than did the other respondent groups, as observed by the Supervisors' 6th-place ranking in comparison to the 13th- to 15th-place rankings on that item by the other respondent groups (means of 2.94 to 3.16). Likewise, the Regional Extension Supervisor group (4.00) indicated presenting new Extension field staff to the County Board of Commissioners to be a much higher level of involvement for the Regional Extension Supervisor position than did the other respondent groups, as viewed by their 2nd-place ranking on that item in comparison to the 15th- to 18th-place rankings of the other respondents (means of 2.65 to 3.08). The Regional Extension Supervisors perceived that they should have a major responsibility for that role item in comparison to the Administrative Program Team's perception that it should be a shared responsibility. The other respondent groups perceived the

Supervisors as having less than a shared responsibility but more than a minor responsibility for carrying out that role item.

In summary, insuring fair treatment of all Extension staff in the region; conducting periodic appraisals of field staff in the region; knowing the attitudes of field staff toward the CES organization; maintaining staff solidarity, morale, and esprit de corps in the region; and maintaining a competent staff in the region were seen to be the top five role-definition items that Regional Extension Supervisors should have the most responsibility for carrying out in the Extension organization. On the other hand, recruiting candidates for open positions in the region, presenting new staff to the County Board of Commissioners, and providing staff with policies and procedures relating to staff benefits were the role items seen to be of the lowest priority for the position of Regional Extension Supervisor as it should be performed in Michigan. The number of role-definition items in this category that were perceived to be at least a shared responsibility of the position (mean scores of 3.00 or greater) as it should be performed increased to 14 as compared with the ten items receiving a 3.00 or greater mean score as the position was perceived to be currently performed, as previously observed in Table 16.

#### Staff Orientation and Development

Fifteen role-definition items, as shown in Table 49, were used as examples to identify the level of responsibility Regional Extension Supervisors should have in the Extension organization with

Table 49.--Fifteen items pertaining to the staff orientation and development function of Regional Extension Supervisors in Michigan as the position should be performed, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=81)		CEA (N=148)		CED (N=62)		SPEC (N=72)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Provide staff with procedures for conducting effective self-appraisals.	3.30	1	3.18	3	3.33	1	3.34	1	3.22	6	3.40	4	3.60	5
Encourage field staff to develop and pursue professional development in <u>educational</u> competencies.	3.24	2	3.20	2	3.19	2	3.18	3	3.31	2	3.44	3	3.80	1
Organize staff in-service opportunities when needed in the region.	3.16	3	2.99	8	3.11	10	3.19	2	3.38	1	3.19	11	3.40	8
Assist field staff in developing professional plans and long-term career goals.	3.15	4	2.99	7	3.16	5	3.00	12	3.25	5	3.44	2	3.80	2
Assist staff in interpreting, accepting and implementing the Extension philosophy of public service as an integral dimension of the land grant university system.	3.14	5	3.06	5	3.09	11	3.10	6	3.26	4	3.28	9	3.60	4

Table 49.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=81)		CEA (N=148)		CED (N=62)		SPEC (N=72)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Encourage field staff to develop and pursue professional develop- ment in <u>technical</u> competencies.	3.13	6	2.97	10	3.12	9	3.03	10	3.28	3	3.28	8	3.20	9
Encourage field staff to develop and pursue professional develop- ment in <u>administrative</u> compe- tencies.	3.13	7	2.99	6	3.17	3	3.12	4	3.01	12	3.47	1	3.20	10
Assist field staff in developing personal plans and long-term personal goals.	3.12	8	2.91	11	3.16	4	3.07	8	3.20	8	3.31	7	3.00	13
Help staff to meet the expecta- tions of colleagues, administra- tors and clientele groups to be served.	3.11	9	2.82	13	3.13	7	3.10	5	3.22	7	3.32	6	3.80	3
Provide field staff with EEO and Title IX information.	3.11	10	3.34	1	3.13	8	3.06	9	2.78	14	3.17	12	3.20	12
Provide orientation for new employees to their Extension roles.	3.08	11	2.90	12	3.13	6	3.00	11	3.12	10	3.19	10	3.40	6

Table 49.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=81)		CEA (N=148)		CED (N=62)		SPEC (N=72)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Assist field staff in becoming familiar with CES/MSU/USDA policies and procedures.	3.07	12	3.10	4	2.93	12	3.08	7	3.08	11	3.32	5	3.40	7
Conduct staff in-service oppor- tunities when needed in the region.	2.93	13	2.99	9	2.86	13	2.85	14	3.14	9	2.73	14	3.00	14
Assist field staff in becoming familiar with the CES Adminis- trative handbook.	2.85	14	2.71	14	2.80	14	2.95	13	2.79	13	3.16	13	3.20	11
Assist new staff in becoming acquainted with the community.	2.18	15	2.06	15	2.02	15	2.06	15	2.45	15	2.57	15	2.80	15

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

regard to the staff orientation and development function at the regional level.

Providing staff with procedures for conducting effective self-appraisals was perceived to be the role item for which Regional Extension Supervisors should have the most responsibility at the regional level, when the 3.30 mean score from the 410 respondents was considered. However, only the County Extension Agent (3.33) and the County Extension Director (3.34) groups placed this role-definition item as the one for which the Regional Extension Supervisor position should have the highest level of responsibility. All groups agreed that Regional Extension Supervisors should have more than a shared responsibility but less than a major responsibility for that role item.

Paraprofessionals thought that Regional Extension Supervisors should hold a greater level of responsibility for providing field staff with EEO and Title IX information (3.34) and encouraging field staff to develop and pursue professional development in educational competencies (3.24) than they should for the number-one-ranked item by the total group as seen by their 3.30 mean score on that item. Extension Specialists thought that organizing staff in-services for the region (3.38), encouraging field staff to develop and pursue professional development in educational competencies (3.31), encouraging field staff to develop and pursue professional development in technical competencies (3.28), assisting field staff in interpreting, accepting and implementing the Extension philosophy

(3.26), and assisting field staff in developing professional plans and long-term career goals (3.25) were five role-definition items that warranted more of the Regional Extension Supervisor's responsibility than the total group's number-one-ranked item, which the Extension Specialist group had given a 3.22 mean score. However, all were considered to be at least a shared responsibility of the position.

Extension Specialists (3.38) and County Extension Directors (3.19) perceived a much higher level of Regional Extension Supervisor involvement in organizing in-service opportunities for the region than did the Regional Extension Supervisor group (3.40) or any of the other respondent groups, as seen by the respective 1st- and 2nd-place rankings on this item for the Extension Specialists and the County Extension Directors as compared with the 8th- to 11th-place rankings for the other respondent groups (means of 2.99 to 3.40). However, all were perceived to be shared responsibilities of the position as it should be performed.

County Extension Directors (3.00) thought that assisting field staff in developing professional plans and long-term career goals was of much less priority than the Administrative Program Team (3.44) or the Regional Extension Supervisors (3.80) had placed on that role item, as observed by their 12th-place ranking on the item as compared to the 2nd-place rankings for the Administrative Program Team and the Regional Extension Supervisors. The other respondent groups had identified this item as a 5th- to 7th-place ranking (means of 2.99 to 3.25).

County Extension Agents (3.09) and the Administrative Program Team (3.28) assigned a much lower value on assisting staff in interpreting, accepting, and implementing the Extension philosophy than did the other respondent groups, as observed by their respective 11th- and 9th-place rankings in comparison with the 4th- to 6th-place rankings for the other respondent groups (means of 3.06 to 3.60). However, all groups except the Regional Extension Supervisors agreed that it was a shared responsibility of the position. The Regional Extension Supervisors perceived it to be more than a shared responsibility but less than a major responsibility of the position. Encouraging field staff to develop technical competencies was identified by the Extension Specialists (3.28) as a high-priority item in comparison with the other respondent groups, as seen by their 3rd-place ranking on that item as compared with the 8th- to 10th-place rankings for the other respondent groups (means of 2.97 to 3.28).

Encouraging staff to develop administrative competencies was seen by the Administrative Program Team (3.47) to be the role item for which Regional Extension Supervisors should have the most responsibility. County Extension Directors (3.12) and County Extension Agents (3.17) agreed that this was an important activity of the Regional Extension Supervisor's position, as witnessed by their respective 4th- and 3rd-place rankings. Regional Extension Supervisors (3.20), Extension Specialists (3.01), and paraprofessionals (2.99) placed a much lower level of priority on



this role-definition item than did the other three respondent groups, as seen by their respective 10th-, 12th-, and 6th-place rankings.

Paraprofessionals (2.82) thought that Regional Extension Supervisors have a much lower level of responsibility for helping staff to meet the expectations of colleagues, administrators, and clientele groups than was identified by the Regional Extension Supervisor group (3.80), as observed by their respective 13th- and 3rd-place rankings on that item. The other respondent groups had ranked the item 5th to 7th place (means of 3.10 to 3.32). Assisting field staff in becoming familiar with CES/MSU/USDA policies and procedures was ranked much lower by County Extension Agents (2.93) and Extension Specialists (3.08), as seen by their respective 12th- and 11th-place rankings in comparison to the 4th- to 7th-place rankings for the paraprofessionals (3.10), the Administrative Program Team (3.32), the County Extension Directors (3.08), and the Regional Extension Supervisors (3.40). All respondent groups agreed that assisting new staff in becoming familiar with the community was the lowest-ranked item in this category.

In summary, the top-ranked item according to the total group's mean score was providing field staff with procedures for conducting effective self-appraisals. The Regional Extension Supervisors perceived that they should have more than a shared responsibility for that item, whereas the other groups viewed them as having at least a shared responsibility. That was the 3rd-ranked item in Table 17, as the position was perceived to be currently performed.

However, only two of the respondent groups identified this item as their top choice as the position should be performed. Encouraging field staff to develop and pursue professional development in educational competencies; organizing staff in-service opportunities when needed in the region; assisting field staff in developing professional plans and long-term career goals; and assisting staff in interpreting, accepting, and implementing the Extension philosophy of public service as an integral dimension of the land grant university system were all perceived by the total respondent group to be the role items for which the position of Regional Extension Supervisor should have at least a shared responsibility for performing in the staff orientation and development function. Assisting staff in becoming familiar with the CES Administrative Handbook and assisting staff in becoming acquainted with the community were two role items for which the position of Regional Extension Supervisor should have less than a shared responsibility. Regional Extension Supervisors were perceived to have at least a shared responsibility (mean scores of 3.00 or greater) on 12 of the role items in this category as the position should be performed in Michigan, as compared to none of the role items receiving a total group mean response score of at least 3.00 as the position was perceived to be currently performed, as observed in Table 17.

#### Program Development

Sixteen items were used to define the administrative role of the Regional Extension Supervisor's position as it relates to the

program development function at the regional level. Table 50 shows the mean score and rank for each item.

The role item ranked number one by all groups except the paraprofessional group was that of reviewing field staff plans of work and making suggestions for improvement, as seen by the total group mean score of 3.43 on that item (considered to be more than a shared responsibility of the position). Paraprofessionals thought that Regional Extension Supervisors should have more responsibility for being familiar with population and employment trends for the counties in the region (3.45), for being familiar with program development in the subject area of Extension programs (3.41), for forecasting future trends or needs of the Extension Service (3.37), and for assisting Extension Specialists in identifying programming needs for the region (3.34) than they should have for reviewing field staff plans of work (3.30). All were items for which the Supervisors should have more than a shared responsibility.

Assisting field staff in implementing the long-range objectives of the CES was viewed by the Regional Extension Supervisors (3.20) and the paraprofessionals (3.29) as being a lower priority responsibility of the position of Regional Extension Supervisor, as witnessed by their respective 9th- and 6th-place rankings, as compared with the other respondent groups' 2nd- and 3rd-place rankings on that item (means of 3.11 to 3.41). However, they all agreed that it should be a shared responsibility of the position. The paraprofessionals (3.02) thought assisting field staff in the

Table 50.--Sixteen items pertaining to the program development function of Regional Extension Supervisors in Michigan as the position should be performed, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=81)		CEA (N=148)		CED (N=62)		SPEC (N=72)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Review field staff plans of work and make suggestions for improvement.	3.43	1	3.30	5	3.45	1	3.39	1	3.52	1	3.46	1	3.80	1
Assist field staff in implement- ing the long-range objectives of the Cooperative Extension Service in their region.	3.25	2	3.29	6	3.17	3	3.11	3	3.41	3	3.35	2	3.20	9
Assist field staff in the devel- opment of relevant, useful and functional plans of work.	3.20	3	3.02	9	3.18	2	3.13	2	3.42	2	3.32	4	3.80	2
Be familiar with program develop- ment in the subject matter areas of Extension programs.	3.14	4	3.41	2	3.03	4	3.10	4	3.13	7	3.00	11	3.60	3
Implement effective methods of reaching Extension's goals within the region.	3.09	5	3.22	7	2.93	6	3.00	6	3.21	5	3.33	3	3.40	7

Table 50.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=81)		CEA (N=148)		CED (N=62)		SPEC (N=72)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Assist field staff in establish- ing long-range and short-term program priorities for their county, district or regional activities.	3.07	6	3.20	8	2.90	7	2.98	7	3.25	4	3.19	7	3.60	4
Assist state specialists in identifying programming needs for the region.	3.07	7	3.34	4	2.85	9	3.05	5	3.13	8	3.24	5	3.20	11
Be familiar with population and employment trends of the coun- ties in the region.	2.98	8	3.45	1	2.68	12	2.77	11	3.11	9	3.22	6	3.20	10
Forecast future trends or needs of the Extension Service.	2.97	9	3.37	3	2.99	5	2.74	12	2.76	14	2.81	15	3.20	12
Assist field staff in effec- tively using advisory councils.	2.97	10	2.81	13	2.86	8	2.97	8	3.18	6	3.16	9	3.60	5
Identify field staff and clientele from the region to serve on state- wide programming committees.	2.92	11	3.00	10	2.77	10	2.92	9	3.00	10	3.16	8	3.50	6

Table 50.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=410)		PA (N=81)		CEA (N=148)		CED (N=62)		SPEC (N=72)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Assist field staff in effectively using support organizations and audiences in Extension programming.	2.85	12	2.93	11	2.70	11	2.79	10	2.96	11	3.08	10	3.40	8
Assist field staff in getting increased participation in Extension educational activities.	2.72	13	2.81	12	2.60	13	2.63	13	2.86	12	2.94	12	2.80	15
Assist field staff in effectively using volunteer leaders in Extension programs.	2.63	14	2.62	16	2.57	14	2.56	14	2.63	15	2.89	13	3.20	13
Assist field staff in data collection and analysis procedures for assessing local situations and educational needs.	2.48	15	2.64	15	2.34	15	2.32	15	2.52	16	2.81	14	2.80	16
Meet with local advisory groups to identify Extension programming priorities for the region.	2.45	16	2.72	14	2.24	16	2.27	16	2.80	13	2.27	16	3.20	14

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

development of relevant, useful, and functional plans of work was a lower priority of the position (9th) as compared to the 2nd- to 4th-place rankings of the other respondent groups (means of 3.13 to 3.80). The Regional Extension Supervisors perceived this to be nearing a major responsibility of the position, whereas the paraprofessionals perceived it as only a shared responsibility. The Extension Specialists (3.13) and the Administrative Program Team (3.00) ranked being familiar with program development in the subject matter areas of Extension programs lower than did the paraprofessionals (3.41), County Extension Agents (3.03), County Extension Directors (3.10), and Regional Extension Supervisors (3.60), as viewed by their respective 7th- and 11th-place rankings in comparison to the 2nd- to 4th-place rankings of the other groups. The Administrative Program Team (3.33) identified implementing effective methods of reaching Extension's goals within the region to be a higher priority than the other respondent groups, as observed by their 3rd-place ranking on this item as compared to the 5th- to 7th-place rankings for the other respondent groups (means of 2.93 to 3.40). However, the level of perceived involvement of the Supervisors on that role item ranged from County Agents (2.93) and County Extension Directors (3.00) perceiving the Supervisors as having a shared responsibility or less to the paraprofessionals (3.22), Extension Specialists (3.21), Administrative Program Team (3.33), and Regional Extension Supervisors perceiving the role to be performed at least at the shared responsibility level.

The paraprofessionals (3.34), County Extension Directors (3.05), and Administrative Program Team (3.24) expressed that assisting Extension Specialists in identifying programming needs in the region was a higher priority of the Regional Extension Supervisor's position than was perceived by County Extension Agents (2.85), Extension Specialists (3.13), and Regional Extension Supervisors themselves (3.20), as seen by the respective 4th- and 5th-place rankings for the first group and the 8th- to 11th-place rankings for the second group. Regional Extension Supervisors (3.60) perceived that they had a greater role in identifying field staff and clientele to serve on state-wide committees than did the other respondent groups, as observed by the Regional Extension Supervisors' 6th-place ranking on this item as compared with the 8th- to 10th-place rankings by the other groups (means of 2.81 to 3.18).

In summary, reviewing field staff plans of work and making suggestions for their improvement was identified as being the role item for which the position of Regional Extension Supervisor should have the most responsibility. Regional Supervisors were perceived to have more than a shared responsibility for this role item but not a major responsibility. In addition, it was perceived that assisting field staff in implementing the long-range objectives of CES in the region; assisting field staff in the development of relevant, useful, and functional plans of work; being familiar with program development in the subject matter areas of Extension



programs; and implementing effective methods of reaching Extension's goals in the region are among the top five role items for which this position should be responsible. All of these were considered to be shared responsibilities of the position.

All six respondent groups agreed that assisting field staff in effectively using volunteer leaders in Extension programs, assisting field staff in data collection and analysis procedures for assessing local situations and educational needs, and meeting with local advisory groups to identify Extension programming priorities for the region ranked among the lowest priority items in the position of Regional Extension Supervisor as it should be performed in Michigan (13th- to 16th-place rankings). However, the Regional Supervisor position as it should be performed was perceived to have more than a minor responsibility on those role items but not a shared responsibility for carrying them out. Regional Extension Supervisors were perceived to have at least a shared responsibility (mean response scores of at least 3.00) for ten role items in the program development function as the position should be performed in Michigan, as compared with one role item receiving a 3.00 or greater mean response score as the position is perceived to be currently performed.

#### Extension Programming

Sixteen role-definition items were used to define the administrative role of Regional Extension Supervisor as it relates to the Extension programming function at the regional level in

Michigan. Table 51 shows the mean response score and rank for each of the role items in this category.

Periodically visiting field staff to observe and become familiar with their programming efforts and progress was identified as the number-one-ranked role item for which the position of Regional Extension Supervisor in Michigan should be responsible when the total group mean was considered. The Supervisor's involvement on that particular role item was perceived as being nearly a major responsibility of the position when the mean score of 3.68 for the total respondent group was considered.

The three county-based respondent groups (means of 3.62 to 3.70) agreed that role item was important, as viewed by their 2nd- to 4th-place rankings; however, they indicated that Regional Extension Supervisors should have more responsibility for other role items in this category. The paraprofessionals (3.65) perceived the position of Regional Extension Supervisor should have the highest level of responsibility for maintaining a liaison with University administrators, Extension Specialists, and field staff in order to provide effective Extension programs, as viewed by their number-one ranking on that role item. The Regional Extension Supervisors (3.50) ranked that particular role item 8th as compared with the 4th- and 5th-place rankings of the remaining respondent groups (means of 3.47 to 3.65). However, all respondent groups agreed that Regional Supervisors should have more than a shared responsibility for carrying out that role item.

Table 51.--Sixteen items pertaining to the Extension programming function of Regional Extension Supervisors in Michigan as the position should be performed, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=402)		PA (N=81)		CEA (N=147)		CED (N=70)		SPEC (N=70)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Periodically visit field staff to observe and become familiar with their programming efforts and progress.	3.68	1	3.62	2	3.70	4	3.62	2	3.66	1	3.78	1	4.00	1
Provide regular written and/or verbal feedback on programming accomplishments to county, district and regional staff in the region.	3.64	2	3.60	3	3.72	3	3.56	3	3.54	3	3.73	2	3.60	5
Use monthly reports to keep informed of programming accomplishments in the region by county, district and regional Extension staff.	3.61	3	3.56	4	3.83	1	3.70	1	3.13	10	3.57	6	3.75	2
Maintain a liaison with University administrators, Extension specialists and field staff in order to provide effective Extension programs.	3.60	4	3.65	1	3.65	5	3.53	6	3.47	5	3.58	5	3.50	8

Table 51.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=402)		PA (N=81)		CEA (N=147)		CED (N=70)		SPEC (N=70)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Maintain an awareness of on-going programming in the region by county, district and regional Extension staff:	3.56	5	3.45	6	3.58	6	3.55	4	3.59	2	3.62	4	3.75	3
Use monthly reports to keep informed of staff accomplishments towards their program goals.	3.56	6	3.52	5	3.77	2	3.53	5	3.13	11	3.65	3	3.75	4
Encourage educational programming efforts across all program areas by county, district and regional staff in the region.	3.40	7	3.45	7	3.39	7	3.29	8	3.46	6	3.35	9	3.40	11
Identify current and potential program successes and failures of field staff in the region.	3.33	8	3.22	12	3.36	8	3.37	7	3.31	8	3.40	8	3.60	6

Table 51.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=402)		PA (N=81)		CEA (N=147)		CED (N=70)		SPEC (N=70)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Maintain an awareness of on- going programming in the region by campus based Extension specialists.	3.31	9	3.32	9	3.28	9	3.29	9	3.34	7	3.32	10	3.25	13
Assist field staff in incorpo- rating cross-county, multi- county and regional programming into Extension program plans.	3.27	10	3.11	14	3.26	10	3.10	11	3.49	4	3.47	7	3.50	9
Involve Extension staff and clientele in identifying ways in which Extension programs can be improved, have greater impacts and serve additional audiences.	3.15	11	3.35	8	3.10	12	2.98	13	3.19	9	3.06	14	3.50	10
Use monthly reports to keep informed of programming accomp- lishments in the region by campus- based Extension specialists.	3.12	12	3.29	10	3.25	11	3.15	10	2.57	15	3.22	11	3.00	15

Table 51.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=385)		PA (N=74)		CEA (N=144)		CED (N=62)		SPEC (N=62)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Insure that priorities are given to educational program needs at the local level.	3.09	13	3.25	11	3.04	13	3.05	12	2.97	12	3.13	12	3.60	7
Participate in Extension pro- grams within the region.	2.89	14	3.13	13	2.83	14	2.69	15	2.81	14	3.00	15	3.40	12
Assist field staff when approp- riate in effectively using para- professionals as a means of extending the total programming efforts of the county.	2.85	15	2.87	16	2.78	15	2.75	14	2.85	13	3.13	13	3.25	14
Conduct some educational pro- grams within the region.	2.33	16	2.94	15	2.06	16	2.02	16	2.52	16	2.27	16	2.60	16

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

The County Extension Agents (3.83) and the County Extension Directors (3.70) both thought that using monthly reports to keep informed of the programming accomplishments in the region by field staff was the number-one-ranked item for the position of Regional Extension Supervisor as it should be performed. Regional Extension Supervisors (3.75) agreed this was an important responsibility, as seen by their 2nd-place ranking, whereas the Administrative Program Team (3.57) and the Extension Specialists (3.13) both ranked the item much lower in importance as compared with the other role-definition items in this category, as viewed by their respective 6th- and 10th-place rankings. Extension Specialists perceived that role item to be a shared responsibility, whereas all the other groups perceived the Regional Extension Supervisors to be nearing a major responsibility for carrying out that role item. Using monthly reports to keep informed of staff accomplishments toward their program goal was also ranked much lower by Extension Specialists (3.13), as viewed by their 11th-place ranking as compared with the 2nd- to 5th-place rankings of the other respondent groups (means of 3.52 to 3.77).

The Regional Extension Supervisors (3.40) and the Administrative Program Team (3.35) indicated lower rankings, as viewed by their respective 11th- and 9th-place rankings, than did the other respondent groups for the role item dealing with encouraging educational programming efforts across all program areas by county, district, and regional staff in the region, as observed by the

Program Assistants' (3.45), County Extension Agents' (3.39), County Extension Directors' (3.29) and Extension Specialists' (3.46) 6th- to 8th-place rankings. The paraprofessionals (3.22) ranked identifying current and potential program successes and failures in 12th place, lower than the other respondent groups, as observed by the other groups' 6th- to 8th-place rankings (means of 3.36 to 3.60). However, all groups agreed it was a shared responsibility of the position. Extension Specialists (3.49) and the Administrative Program Team (3.47), as viewed by their respective 4th- and 7th-place rankings, ranked assisting field staff in incorporating cross-county, multi-county, and regional programming into Extension program plans higher than did paraprofessionals (3.11), County Extension Agents (3.26), County Extension Directors (3.10), and the Regional Extension Supervisors (3.50), as seen in their respective 14th-, 10th-, 11th-, and 9th-place rankings on that role item.

Insuring that priorities are given to educational program needs at the local level was ranked higher by the Regional Extension Supervisor group (3.60) than by any of the other respondent groups, as viewed by their 11th- and 12th-place rankings (means of 2.97 to 3.25). All groups (means of 2.02 to 2.60) except the paraprofessionals (2.94) agreed that conducting some educational programs within the region was the lowest ranked role-definition item of the Regional Extension Supervisor's position as it should be performed. The paraprofessionals thought that assisting field staff when appropriate in effectively using paraprofessionals as a means



of extending the total programming efforts of the county was the lowest priority role item.

In summary, periodically visiting field staff to observe and become familiar with their programming efforts and progress was viewed to be the role item for which Regional Extension Supervisors should have the most responsibility at the regional level. All groups agreed that role item was nearly a major responsibility of the Regional Extension Supervisor's position as it should be performed. That was up from the perceived 7th-place ranking that particular role item received as the position is currently being performed in Michigan, as observed in Table 19. In addition, providing regular written and/or verbal feedback to field staff on their programming accomplishments; using monthly reports to keep informed of programming accomplishments by field staff in the region; maintaining a liaison with University administrators, Extension Specialists, and field staff in order to provide effective Extension programs; and maintaining an awareness of on-going programming in the region by field staff were the top five role-definition items identified by the total respondent group as being key items for which the position of Regional Extension Supervisor should be responsible. All of these were considered to be nearly major responsibilities of the position as it should be performed in Michigan. Regional Extension Supervisors were perceived to have at least a shared responsibility (mean scores greater than 3.00) for 13 role-definition items in this category as the position should be performed, as compared with seven role items receiving a mean score

of 3.00 or greater as the position is currently perceived to be performed.

#### Program Evaluation and Accountability

Twelve role-definition items were used to test the level of responsibility Regional Extension Supervisors should have for the program evaluation and accountability function at the regional level. Table 52 provides mean response scores and ranks for all six respondent groups as they pertain to the 12 role-definition items in this category.

Participation in the program review and planning process for counties in the region was judged to be the number-one role item making up the program evaluation and accountability function when the 3.42 mean score of the total respondent group was viewed. The County Extension Agents (3.45) and the Extension Specialists (3.43) were the only two groups to rank this role item number one. Monitoring progress being made by field staff toward their Affirmative Action plans was judged by the Administrative Program Team (3.58) as being the number-one-ranked role item for that administrative function. The Extension Specialists (3.21) ranked that particular item 5th, and the other respondent groups all ranked it 3rd (means of 3.23 to 3.60). The County Extension Directors (3.45) and the Regional Extension Supervisors (3.80) thought the Regional Extension Supervisor's position should have the highest level of responsibility for conducting on-site Civil Rights compliance reviews in the region, as observed by their 1st-place

Table 52.--Twelve items pertaining to the program evaluation and accountability function of Regional Extension Supervisors in Michigan as the position should be performed, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=401)		PA (N=79)		CEA (N=147)		CED (N=62)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Participate in the Program Review and Planning Process for counties in the region.	3.42	1	3.35	5	3.45	1	3.34	2	3.43	1	3.51	2	3.60	2
Conduct on-site Civil Rights compliance reviews in the region.	3.34	2	3.52	2	3.40	2	3.45	1	2.77	11	3.49	3	3.80	1
Monitor progress being made by county, district and regional staffs towards their Affirmative Action plans.	3.33	3	3.52	3	3.23	3	3.29	3	3.21	5	3.58	1	3.60	3
Conduct periodic <u>informal</u> evaluations of county, district and regional Extension programs.	3.29	4	3.49	4	3.23	4	3.05	5	3.38	4	3.30	5	3.20	6

Table 52.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=401)		PA (N=79)		CEA (N=147)		CED (N=62)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Encourage field staff to participate in in-service education and other activities which will help to provide skills needed for evaluating programs in terms of behavior change.	3.25	5	3.25	6	3.14	5	3.21	4	3.43	2	3.39	4	3.40	5
Conduct periodic <u>indepth</u> evaluations of county, district and regional Extension programs.	3.16	6	3.56	1	2.94	6	2.90	9	3.42	3	3.05	8	3.40	6
Identify and select individuals to participate in the County Program Review and Planning Process for counties in the region.	2.96	7	2.88	7	2.90	7	2.97	7	3.06	6	3.17	6	3.20	9
Oversee that program results which are being measured by field staff reflect behavior change.	2.90	8	2.86	9	2.88	8	2.89	10	2.88	8	3.08	7	3.20	10

Table 52.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=401)		PA (N=79)		CEA (N=147)		CED (N=62)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Assist field staff in conduct- ing evaluations of county programs.	2.90	9	2.78	11	2.80	10	3.00	6	3.06	7	3.03	9	3.40	7
Assist field staff in the prepa- ration of reports which reflect degrees of educational accomp- lishment.	2.86	10	2.80	11	2.84	9	2.93	8	2.84	10	3.03	10	3.00	11
Oversee that program effective- ness is measured in terms of cost, time and appropriate use of funds.	2.77	11	2.87	8	2.63	11	2.74	11	2.85	9	2.92	11	3.60	4
Assist field staff in preparing their Annual Reports.	2.17	12	2.16	12	1.98	12	2.00	12	2.69	12	2.32	12	2.50	9

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

rankings on that role item. The paraprofessionals (3.52), County Extension Agents (3.40), and Administrative Program Team (3.49) agreed that was an important role of the Regional Extension Supervisor's position, as viewed by their 2nd- and 3rd-place rankings, while the Extension Specialists' (2.77) 11th-place ranking indicated they were in disagreement with the level of importance the other respondent groups placed on that role item. The Specialists group perceived the Supervisors as having less than a shared responsibility for that role item as compared with all the other groups, but the Regional Supervisors perceived this as being more than a shared responsibility. The Supervisors group thought they should have nearly a major responsibility for carrying out that role item as the position should be performed.

The paraprofessionals (3.56) thought the number-one-ranked responsibility for the position of Regional Extension Supervisor should be to conduct periodic indepth evaluations of county, district, and regional Extension programs. The Extension Specialist group (3.42) agreed this should be an important responsibility of the Regional Extension Supervisor's position, as observed by their 3rd-place ranking. The County Extension Agents (2.94), the County Extension Directors (2.90), the Administrative Program Team (3.05), and the Regional Extension Supervisors (3.40) all rated this role item much lower in importance than many of the other role items in this category, as viewed by their 6th- to 9th-place rankings. The County Extension Agents and the County Extension Directors viewed

Regional Supervisors as having less than a shared responsibility for that role item, whereas all the other groups perceived them as having at least a shared responsibility if not more. The paraprofessionals (2.78), the County Extension Agents (2.80), and the Administrative Program Team (3.03) indicated Supervisors should have a lower level of responsibility for assisting field staff in conducting evaluations of county programs, as viewed by their respective 11th-, 10th-, and 9th-place rankings, than did the County Extension Directors (3.00), the Extension Specialists (3.06), and the Regional Extension Supervisors (3.40), as witnessed by their 6th- and 7th-place rankings.

Overseeing that program effectiveness is measured in terms of cost, time, and appropriate use of funds was considered to be a much higher level of responsibility for the position by the Regional Extension Supervisor group (3.60), as viewed by their 4th-place ranking, than any of the other respondent groups as observed by the paraprofessionals' 8th-place ranking, the Extension Specialists' 9th-place ranking, and all the other groups' 11th-place ranking on that role item (means of 2.63 to 2.87). The Regional Extension Supervisor group had perceived their role on that item as being nearly a major responsibility of the position, as compared to the other groups perceiving their involvement as less than a shared responsibility. All groups agreed that Regional Extension Supervisors play a minor role in helping field staff prepare their annual reports.

In summary, participation in the program review and planning process for counties in the region was seen as the number-one role-definition item as it pertains to the program evaluation and accountability function of the Regional Extension Supervisor's position as it should be performed in Michigan. Supervisors were perceived to have more than a shared responsibility for carrying out that role but less than a major responsibility. Conducting on-site Civil Rights compliance reviews; monitoring progress being made by field staff toward their Affirmative Action plans; conducting periodic informal evaluations of county, district, and regional Extension programs; and encouraging field staff to participate in in-service education and other activities that will help provide skills needed for evaluating programs in terms of behavior change were the other role-definition items ranking as the top five role items in this category. Overseeing that program effectiveness is measured in terms of cost, time, and appropriate use of funds; and assisting staff in preparing their annual reports were identified as the two lowest priority role items in this category. Regional Extension Supervisors were perceived to have at least a shared responsibility (mean scores greater than 3.00) on six of the role-definition items as the position should be performed in Michigan, as compared to only three items receiving a mean score of 3.00 or greater as the position was perceived to be currently performed in Michigan, as observed in Table 20.



### Administration and Policy

Twenty items a Regional Extension Supervisor must be concerned with, be responsible for, or oversee the activity were used to obtain the respondents' perceptions concerning the administration and policy function of the position as it should be performed in Michigan. The items were ranked according to their mean scores for the total respondent group and also by the six position groups, as shown in Table 53. Participation in in-service education appropriate to the administrative role of the Regional Extension Supervisor's position was ranked as the number-one role item in this category when the mean score (3.86) for the total respondent group was considered. The Regional Extension Supervisor group (3.80) was the only respondent group not identifying this role-definition item as being the number-one-ranked responsibility of the Regional Extension Supervisor's position as the position should be performed in Michigan (means of 3.69 to 4.03). The Regional Extension Supervisor group indicated that Regional Extension Supervisors should exercise a higher level of responsibility for scheduling regional staff conferences and opportunities for field staff interaction and also for approving out-of-state travel requests and leaves of absence for staff in the region, as observed by their 4.00 mean scores on those role items, as compared to their 3.80 mean score on the total group's number-one-ranked role item. The other respondent groups (means of 3.49 to 3.83) agreed with the Regional Extension Supervisors that scheduling regional staff conferences was an important aspect of the Regional Extension Supervisor's position,

Table 53.--Twenty items pertaining to the administration and policy function of Regional Extension Supervisors in Michigan as the position should be performed, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=400)		PA (N=80)		CEA (N=146)		CED (N=62)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Participate in in-service education appropriate to the administrative role of the Regional Extension Supervisor.	3.86	1	3.85	1	3.83	1	4.02	1	3.69	1	4.03	1	3.80	3
Participate in the monthly Administrative meetings on campus.	3.70	2	3.74	2	3.75	2	3.81	2	3.42	7	3.65	4	3.60	8
Schedule regional staff conferences and opportunities for field staff interaction when appropriate.	3.66	3	3.49	4	3.64	3	3.77	3	3.65	2	3.83	2	4.00	1
Represent field staff in discussions with program staff, specialists, central CES administration, and MSU colleges or units which relate to Extension work.	3.47	4	3.38	6	3.57	4	3.56	5	3.21	9	3.50	7	3.60	9
Provide timely information and interpretation of CES policies and procedures as they relate to county field staff and programs.	3.46	5	3.43	5	3.42	6	3.46	7	3.46	5	3.73	3	3.40	14

Table 53.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=400)		PA (N=80)		CEA (N=146)		CED (N=62)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Maintain the lines of communica- tions and internal relationships between field staff, program staff, specialists, central CES administration, and MSU colleges or units which relate to Exten- sion work.	3.44	6	3.57	3	3.41	7	3.42	8	3.43	6	3.38	11	3.20	15
Provide leadership and input for regional and state-wide activities such as regional conferences, lay leader visits/legislative tours.	3.40	7	3.20	11	3.44	5	3.48	5	3.36	8	3.49	8	3.60	10
Represent central CES administra- tion in discussions with field staff, program staff, special- ists, and MSU colleges or units which relate to Extension work.	3.34	8	3.33	7	3.29	10	3.61	4	3.16	10	3.39	9	3.80	4
Handle staff and program con- flicts within the region.	3.33	9	2.92	15	3.37	9	3.40	9	3.49	4	3.57	5	3.80	5
Encourage program and staff cooperation <u>between</u> county Extension offices.	3.30	10	3.24	9	3.16	13	3.27	12	3.54	3	3.51	6	3.80	6

Table 53.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=400)		PA (N=80)		CEA (N=146)		CED (N=62)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Serve on state-wide committees concerned with Extension policy and/or programming.	3.19	11	3.30	8	3.20	11	3.06	15	3.14	11	3.16	13	3.60	11
Approve out-of-state travel requests and leaves of absence for staff in the region.	3.19	12	3.23	10	3.39	8	3.31	11	2.61	18	3.00	17	4.00	2
Monitor reports from field staff to assure they are submitted on time.	3.16	13	3.05	12	3.19	12	3.39	10	2.82	13	3.39	10	3.80	7
Encourage program and staff cooperation <u>within</u> county Extension offices.	3.05	14	2.94	14	3.10	14	3.08	13	2.90	12	3.24	12	3.60	12
Administer the policies and procedures relating to penalty mail allocations for the region.	2.88	15	2.73	17	2.99	15	3.08	14	2.64	17	2.68	18	3.00	18

Table 53.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=400)		PA (N=80)		CEA (N=146)		CED (N=62)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Handle clientele concerns in areas such as staffing, program- ming, and Affirmative Action.	2.76	16	2.86	18	2.69	16	2.63	16	2.72	15	3.03	15	3.20	16
Assist County Extension Directors in negotiating budgets, staffing and office space arrangements with county officials.	2.64	17	2.70	19	2.58	17	2.32	19	2.77	14	3.03	16	3.00	19
Meet with county board members in areas such as staffing, program- ming, and Affirmative Action.	2.61	18	2.67	20	2.52	18	2.53	18	2.48	19	3.05	14	3.20	17
Develop and maintain relation- ships with key clientele within the region.	2.59	19	2.74	16	2.42	19	2.55	17	2.72	16	2.57	19	3.60	13
Coordinate specialists visits to the region.	2.32	20	3.00	13	2.06	20	2.21	20	2.18	20	2.42	20	2.20	20

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

as witnessed by their 2nd- to 4th-place rankings on that particular role item. However, the paraprofessionals (3.23), County Extension Agents (3.39), County Extension Directors (3.31), Extension Specialists (2.61), and the Administrative Program Team (3.00) all disagreed with the Regional Extension Supervisors' (4.00) perceptions of the importance of approving out-of-state travel requests and leaves of absence for field staff in the region. This can be seen by their respective 10th-, 8th-, 11th-, 18th-, and 17th-place mean score rankings for that particular role item. The three county-based respondent groups perceived the Regional Extension Supervisor's position to have at least a shared responsibility, if not more, for that role item as compared with the two campus-based groups indicating the Supervisors' level of responsibility was shared or less. None of the groups agreed with the Supervisors that this should be a major responsibility of their position.

Participating in the monthly administrative meetings on campus was ranked lower by Regional Extension Supervisors (3.60) and Extension Specialists (3.42), as viewed by their respective 8th- and 7th-place rankings, as compared with the 2nd-place ranking given by the three county-based respondent groups (means of 3.74 to 3.82) and the 4th-place ranking given by the Administrative Program Team (3.65). However, all groups agreed that this was nearing a major responsibility of the position. The paraprofessionals (3.38), County Extension Agents (3.57), Extension Specialists (3.21), and the Administrative Program Team (3.50) all ranked representing field

staff in discussions with program staff, specialists, central CES administration, and MSU colleges or units that relate to Extension work higher than representing central CES administration in these same discussions, as observed by their respective 6th-, 4th-, 9th-, and 7th-place rankings for the role item referring to representing field staff in these discussions (the 4th-ranked total group item) and their respective 7th-, 10th-, 10th-, and 9th-place rankings for the role item referring to representing central CES administration in these discussions (the 8th-ranked total group item). The County Extension Directors and the Regional Extension Supervisors disagreed with the other respondent groups by indicating the position of Regional Extension Supervisor has a greater responsibility for representing central CES administration in these discussions, as observed by the County Extension Directors' respective 5th- and 4th-place rankings and the Regional Extension Supervisors' 9th and 4th-place rankings on these two role items. However, all groups agreed that Regional Supervisors have to perform both role items with greater than a shared responsibility.

Providing timely information and interpretation of CES policies and procedures was ranked lower by the Regional Extension Supervisors (3.40), as seen by their 14th-place ranking, than by the paraprofessionals (3.43), County Extension Agents (3.42), County Extension Directors (3.46), Extension Specialists (3.46), and the Administrative Program Team (3.73), as observed by their 3rd- to 6th-place rankings. The Administrative Program Team (3.38) and the

Regional Extension Supervisors (3.20) indicated that maintaining the lines of communications and internal relationships with field staff, program staff, specialists, and central CES administration was a lower level of responsibility for the position of Regional Extension Supervisor as it should be performed; as viewed by their 11th- and 15th-place rankings, as compared with the 3rd- to 8th-place rankings by the paraprofessionals (3.57), County Extension Agents (3.41), County Extension Directors (3.42), and Extension Specialists (3.43). However, all groups viewed the Regional Extension Supervisors as having more than a shared responsibility.

The three county-based respondent groups perceived the Regional Extension Supervisor's involvement in handling staff and program conflicts in the region to be a lower priority role item (9th- to 15th-place rankings) than was perceived by the Extension Specialists (3.49), the Administrative Program Team (3.57), and the Regional Extension Supervisors (3.80), as viewed by their 4th- and 5th-place rankings. However, all groups except the paraprofessionals perceived the Supervisors as having more than a shared responsibility for that role item (means of 3.37 to 3.80). The paraprofessionals perceived Regional Extension Supervisors as having less than a shared responsibility for that particular role item. The Regional Extension Supervisors group (3.80) viewed monitoring reports from field staff to insure they are submitted on time as being a higher level of responsibility of the position than was perceived by the other respondent groups, as observed by their



7th-place ranking on that role item, as compared with the other respondent groups' 10th- to 13th-place rankings on that role item (means of 2.82 to 3.39). The Extension Specialist group was the only one to indicate that Supervisors should have less than a shared responsibility for that particular role item.

In summary, the top five role-definition items in the administration and policy function area, as perceived by the total respondent group, were to participate in in-service education appropriate to the administrative role of the Regional Extension Supervisor; to participate in the monthly administrative meetings on campus; to schedule regional staff conferences and opportunities for field staff interaction; to represent field staff in discussions with program staff, specialists, central CES administration, and MSU colleges or units that relate to Extension work; and to provide timely information and interpretation of CES policies and procedures as they relate to county field staff and programs. All of these were perceived to be nearing a major responsibility of the Regional Extension Supervisor's administrative role in Michigan. Observation of the data presented in Table 53 clearly indicated that conflicts existed between the perceptions held by the Regional Extension Supervisor group and the other respondent groups regarding the role of the Regional Extension Supervisor's position as it should be performed. Three of the top five role items that were identified by the total group mean scores were identified by the Regional Extension Supervisor group as being lower responsibility role items of the position.

Regional Extension Supervisors were perceived to have at least a shared responsibility (mean scores greater than 3.00) for 14 role-definition items in this category as the position should be performed, as compared with 11 items receiving a 3.00 mean score or greater as the position was perceived to be performed currently, as observed in the previously discussed Table 21.

### Public Relations

Eight role-definition items were used to describe the public relations function of the Regional Extension Supervisor's position as it should be performed in Michigan. Table 54 displays the mean response scores and rank order for each role item according to the six respondent groups.

Assisting field staff in developing a marketing plan for increasing Extension's visibility in the region was identified by all respondent groups except the Regional Extension Supervisors as being the role item for which the Regional Extension Supervisor's position should be most responsible when the 3.08 mean score of the 398 respondents was considered. The Regional Extension Supervisor group thought five other role-definition items of the Regional Extension Supervisor's position warranted more responsibility than assisting field staff in developing a marketing plan. The five items they identified, in decreasing mean order, were to develop and maintain a liaison with other state, county or community agencies in the region (3.20); to develop in conjunction with the County Extension Directors a CES public relations plan for the counties

Table 54.--Eight items pertaining to the public relations function of Regional Extension Supervisors in Michigan as the position should be performed, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=398)		PA (N=78)		CEA (N=146)		CED (N=61)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Assist field staff in developing a marketing plan for increasing Extension's visibility in the region.	3.08	1	3.26	1	3.03	1	2.90	1	3.10	1	3.11	1	2.60	6
Develop in conjunction with the County Extension Directors a CES public relations plan for the counties which will address the needs of the general public, key leaders, and elected officials in the region.	2.99	2	3.21	4	2.96	2	2.69	2	3.01	2	3.03	2	3.00	2
Maintain the public's understanding and support for Extension programs in the region.	2.88	3	3.26	2	2.83	3	2.62	4	2.85	4	2.73	3	3.00	3
Develop and maintain a liaison with other state, county or community agencies in the region.	2.81	4	3.22	3	2.63	4	2.64	3	2.91	3	2.68	4	3.20	1

Table 54.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=398)		PA (N=78)		CEA (N=146)		CED (N=61)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Represent MSU/CES on various committees within the region.	2.56	5	2.91	6	2.35	5	2.39	5	2.77	5	2.46	5	3.00	4
Prepare news and other Extension information releases appropriate to the region.	2.32	6	2.94	5	2.20	6	2.07	6	2.36	7	1.92	8	2.00	8
Represent MSU/CES in non- Extension community events within the region.	2.23	7	2.64	7	1.99	7	2.00	7	2.42	6	2.22	6	3.00	5
Participate in MSU Alumni Asso- ciation activities in the region.	2.07	8	2.47	8	1.83	8	1.95	8	2.27	8	1.97	7	2.60	7

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.

(3.00); to maintain the public's understanding and support for Extension programs in the region (3.00); to represent MSU/CES on various committees in the region (3.00); and to represent MSU/CES in non-Extension community events within the region (3.00), as compared with the 2.60 mean score given to the number-one-ranked role item of the other respondent groups.

With the exception of the Regional Extension Supervisors' number-one-ranked item receiving 3rd- and 4th-place rankings by the other five respondent groups, all six groups expressed remarkable similarity in their rankings for the eight role items used to describe the public relations function of the Regional Extension Supervisor's position as it should be performed in Michigan. Minor variation in responses was observed with respect to individual role items, such as paraprofessionals (5th) indicating a higher level of involvement by Regional Extension Supervisors in the preparation of news and other Extension information releases appropriate to the region than was perceived by the other groups, as was viewed by their 6th- and 7th-place rankings for that particular role item.

In summary, the six respondent groups expressed similar views regarding their mean score rankings for the eight role-definition items used to define the public relations function of the Regional Extension Supervisor's position in Michigan as it should be performed. The Regional Extension Supervisor group thought that developing and maintaining a liaison with other state, county, or community agencies in the region should warrant the most

responsibility in this category, as compared with all the other respondent groups identifying assisting field staff in developing a marketing plan for increasing Extension's visibility in the region as the number-one item in this category. However, this administrative function was viewed as being of lower priority in the overall role of the Regional Extension Supervisor's position, as viewed by only one role item receiving a mean score of 3.00 or greater as the position should be performed. However, there were definite differences in the level of responsibility Regional Extension Supervisors were perceived to hold for some of the role items. The County Extension Agents (1.99), County Extension Directors (2.00), and the Administrative Program Team (2.22) perceived the Supervisors as having a minor role in representing MSU-CES in non-Extension community events within the region, as compared with the Program Assistants (2.64), Extension Specialists (2.42), and Regional Extension Supervisors (3.00) perceiving those in the position of Regional Extension Supervisor as having nearly a shared responsibility for that role item.

#### Budgeting and Financing

Nine role-definition items were used to investigate the responsibilities of the Regional Extension Supervisor with respect to the budgeting and financing function of the position as it should be performed in Michigan.

Table 55 presents the mean response scores and rank order for each role item by the six respondent groups. Overseeing that

Table 55.--Nine items pertaining to the budgeting and financing function of Regional Extension Supervisors in Michigan as the position should be performed, classified by mean score and rank order.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=398)		PA (N=79)		CEA (N=145)		CED (N=61)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Oversee that counties file their annual Expenditure and Appropri- ated Funds reports on time.	2.98	1	3.22	1	2.79	3	3.02	2	2.69	4	3.42	1	4.00	1
Assist staff in developing pro- posals for outside funding of Extension programs.	2.94	2	3.02	7	2.92	1	2.77	3	3.03	1	2.84	6	3.20	3
Oversee that counties have their nonappropriated funds audited annually by an auditor inde- pendent of the Extension organization.	2.87	3	3.09	4	2.61	5	3.07	1	2.54	7	3.35	2	4.00	2
Assist County Extension Direc- tors in securing adequate county funds for all phases of county Extension work.	2.87	4	3.17	3	2.82	2	2.48	4	2.84	3	3.08	3	3.20	4
Seek financial support in addi- tion to county appropriated funds to develop/expand county Extension programs.	2.82	5	3.18	2	2.74	4	2.44	5	2.93	2	2.81	7	3.00	5

Table 55.--Continued.

Specific Items That Regional Extension Supervisors Must Be Concerned With, Responsible For, or Oversee the Activity	Respondent Group													
	Total (N=398)		PA (N=79)		CEA (N=145)		CED (N=61)		SPEC (N=69)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Monitor county Extension budgets for the region.	2.55	6	3.04	6	2.32	7	2.10	6	2.65	5	2.95	4	3.00	6
Oversee that county appropriated monies are equitably divided so that all staff have reasonable support to carry out their Extension programs.	2.55	7	3.08	5	2.37	6	1.97	7	2.59	6	2.86	5	2.80	7
Develop annual Cooperative Extension Service budget requests for counties in the region.	2.11	8	2.76	8	1.86	8	1.67	8	2.26	8	2.19	8	2.00	8
Present annual county Extension budgets to the County Board of Commissioners.	1.67	9	2.29	9	1.41	9	1.34	9	1.76	9	1.75	9	1.60	9

Note: Response categories were: 1 = None, 2 = Minor, 3 = Shared, 4 = Major, 5 = Complete.



counties file their annual Expenditure and Appropriated Funds reports on time was identified as the number-one role item in this category for which the position of Regional Extension Supervisor should be responsible when the 2.98 mean score for the 398 respondents was considered. The paraprofessionals (3.22), the Administrative Program Team (3.42), and the Regional Extension Supervisors (4.00) agreed with this first-place ranking. The County Extension Agents (2.92) and the Extension Specialists (3.03) thought that assisting staff in developing proposals for outside funding of Extension programs should be the number-one role responsibility of this position. The paraprofessionals (3.02) and the Administrative Program Team (2.84) disagreed with the Extension Agents (2.92) and the Extension Specialists (3.03) on the ranking of that particular role item, as observed by their respective 7th- and 6th-place rankings. County Extension Directors (2.77) and the Regional Extension Supervisors (3.20) agreed it was an important role of the position, as viewed by their respective 3rd-place rankings. County Extension Directors (3.07) indicated the number-one-ranked item should be overseeing that counties have their nonappropriated funds audited annually by an auditor independent of the Extension organization. The County Extension Agents (2.61) and the Extension Specialists (2.54) placed a lower priority on this role item, as viewed by their respective 5th- and 7th-place rankings. The Administrative Program Team (3.35) and the Regional Extension Supervisors (4.00) were in agreement with the County Extension

Directors about the importance of that role item, as viewed by their respective 2nd-place rankings. However, the various respondent groups perceived the level of responsibility for that item as being different. Regional Extension Supervisors perceived themselves as having a major responsibility for that role item, whereas the paraprofessionals, County Extension Directors, and the Administrative Program Team thought the Supervisors should have a shared responsibility for the role item. This was in contrast with the County Extension Agents, who perceived the Regional Extension Supervisor as having less than a shared responsibility for carrying out the role.

Seeking financial support in addition to county-appropriated funding was seen by the paraprofessionals (3.18) and Extension Specialists (2.93), as viewed by their 2nd-place rankings, as being a higher priority role item in this category of the position than was seen by the County Extension Agents (2.74), County Extension Directors (2.44), the Administrative Program Team (2.81), or the Regional Extension Supervisors themselves (3.00), as viewed by their 4th- to 7th-place rankings on that role item.

In summary, the budgeting and financing function was the only one of the eight functions used to describe the role of the Regional Extension Supervisor's position as it should be performed that did not have any of the role-definition items receiving a mean score of 3.00 or greater. Overseeing that counties file their annual Expenditure and Appropriated Funds reports was seen as the role item for which the Regional Extension Supervisor's position should be

most responsible in this category. However, not all respondent groups agreed with the mean ranking for the total group. Assisting staff in developing proposals for outside funding was identified as the number-one-ranked item by the County Extension Agents and the Extension Specialists, and overseeing that counties have their nonappropriated funds audited annually was seen as being the number-one-ranked item by the County Extension Directors. All groups agreed that Regional Extension Supervisors have little responsibility for preparing and/or presenting county Extension budgets to the County Board of Commissioners, as viewed by their respective 8th- and 9th-place rankings on these two role items.

Relative Importance of the Administrative  
Functions as They Should Be Performed

The null hypothesis was established that "There are no significant differences in the level of responsibility held for the various administrative functions of the Regional Extension Supervisor's position as it should be performed, as perceived by the respondent groups." This was tested by calculating the mean response score for each of the eight administrative functions as they should be performed for the total respondent group and for each of the six position groups. The eight administrative functions for the Regional Extension Supervisor's position, classified by mean response score and rank order, are presented in Table 56.

By observing the mean response score and the rank for each administrative function, it was noted that differences existed. The

Table 56.--Mean response scores and rank order for eight administrative functions as they should be performed by Regional Extension Supervisors, by each of six respondent groups.

Administrative Function	Respondent Group													
	Total (N=382)		PA (N=81)		CEA (N=149)		CED (N=62)		SPEC (N=73)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Personnel management (NI=18)	3.28	1	3.25	2	3.27	2	3.28	1	3.29	1	3.33	1.5	3.43	3
Extension programming (NI=16)	3.27	2	3.34	1	3.29	1	3.20	1.5	3.19	2	3.33	1.5	3.48	2
Administration and policy (NI=20)	3.17	3	3.17	3	3.15	3	3.20	1.5	3.07	5	3.29	3	3.49	1
Staff orientation and develop- ment (NI=15)	3.07	4	2.94	8	3.01	4	3.01	4	3.11	3	3.21	4	3.36	4
Program evaluation and accountability (NI=12)	3.05	5	3.12	4	2.99	5	3.00	5	3.08	4	3.19	5	3.34	5.5
Program development (NI=16)	2.95	6	3.07	5	2.83	6	2.86	6	3.06	6	3.08	6	3.34	5.5
Public relations (NI=8)	2.61	7	2.99	6.5	2.48	7	2.41	7	2.72	7	2.51	8	2.80	8
Budgeting and financing (NI=9)	2.59	8	2.99	6.5	2.43	8	2.32	8	2.59	8	2.81	7	2.98	7

Note: NI = number of items.

personnel management function had the highest mean score of 3.28 and consequently was ranked first. The other administrative functions continued in the following rank order, as determined by decreasing mean scores: Extension programming (3.27), administration and policy (3.17), staff orientation and development (3.07), program evaluation and accountability (3.05), program development (2.95), public relations (2.61), and budgeting and financing (2.59). Regional Extension Supervisors were perceived to have at least a shared responsibility (mean scores greater than 3.00) for five of the eight administrative functions as the position should be performed.

To determine the significance of these differences, the Friedman analysis of variance test (Marascuilo et al., 1977), a form of rank-order analysis of variance, was used. In Table 57, the observed significance level is less than .00 with 7 degrees of freedom for all respondent groups except the Regional Extension Supervisor group, which had a significance level of .0191. Having established a predetermined significance level of .01, the null hypothesis related to differences between the perceived expectations held for the eight administrative functions of the Regional Extension Supervisor's position as it should be performed was rejected for all groups except the Regional Extension Supervisor group.

Table 57.--Friedman analysis of variance of administrative function means by rank.

Administrative Function	Rank Order of Respondent Groups						
	Mean Rank*	PA*	CEA*	CED*	SPEC*	APT*	RS
Personnel management	6.01	2	2	1	1	1.5	3
Extension programming	5.98	1	1	1.5	2	1.5	2
Administration and policy	5.37	3	3	1.5	5	3	1
Staff orientation and development	4.60	8	4	4	3	4	4
Program evaluation and accountability	4.59	4	5	5	4	5	5.5
Program development	4.01	5	6	6	6	6	5.5
Public relations	2.73	6.5	7	7	7	8	8
Budgeting and financing	2.72	6.5	8	8	8	7	7

\*Significance < .001.

The data showed the personnel management function had a Friedman mean rank of 6.01 and the Extension programming function had a mean rank of 5.98. The administration and policy function had the greatest number of different rankings, with four for that item. The personnel management function, the staff orientation function, the public relations function, and the budgeting and financing function all had three different rankings. The program development, the Extension programming, and the program evaluation and accountability functions showed the most perceived role consensus

among the groups, with two different rankings. The six respondent groups did not come to consensus on any of the eight administrative functions as they should be performed. However, the personnel management function, the Extension programming function, and the administration and policy function were consistently ranked higher than the other administrative functions, and the public relations and budgeting and financing functions were consistently ranked lower than the other functions by all respondent groups. The Regional Extension Supervisors were perceived by the total respondent group to have more than a shared responsibility for the first three administrative functions and less than a shared responsibility for the last two, as seen by their respective mean response scores in Table 56.

#### 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 the administrative duties of the Regional Extension Supervisor's position as it should be performed in Michigan."

This hypothesis was first tested by calculating the standard deviations on each role-definition item for each position group and the total respondent group. Standard deviation is used as a measure of dispersion about the mean of an interval-level variable (Nie et al., 1975) and is useful in indicating consensus or lack of

consensus within a position group. Appendix D provides the means and standard deviations for each of the individual role-definition items as the position of Regional Extension Supervisor should be performed. The Regional Extension Supervisors had three items with a standard deviation of 1.00 or greater and eight items with complete consensus (.00 standard deviation). The public relations role item (No. 101), "prepare news and other Extension information releases appropriate to the region," had the highest standard deviation of 1.22 for the Regional Extension Supervisors.

The Extension Specialists (31) and the paraprofessionals (30) had the greatest number of the 114 role-definition items with standard deviations of 1.00 or greater. The largest variance with Extension Specialists was an administration and policy role item (No. 80), that of "administer the policies and procedures relating to penalty mail allocations for the region," which had a standard deviation of 1.18. The role item that had the largest variance for both the paraprofessionals and the Administrative Program Team was a personnel management role item, that of "presenting new Extension staff to the County Board of Commissioners" (No. 14), which had respective standard deviations of 1.28 and 1.32. The role-definition item that had the most consensus by the County Extension Agents, the County Extension Directors, the Extension Specialists, and the Administrative Program Team was a personnel management role item, that of "selecting staff for vacant county, district and regional Extension positions within the region" (No. 1), as viewed



by their respective standard deviations of 0.60, 0.49, 0.60, and 0.48. Paraprofessionals showed the most consensus on a program development role item, that of "forecasting future trends or needs of the Extension Service" (No. 38), which had a standard deviation of 0.70.

County Extension Agents showed the most variance on a budgeting and financing role item, that of "overseeing that county-appropriated monies are equitably divided so that all staff have reasonable support to carry out their Extension program" (No. 109), which had a standard deviation of 1.11. County Extension Directors also showed the most variance on a budgeting and financing role item, that of "overseeing that counties file their annual Expenditure and Appropriated Funds reports on time" (No. 111), which had a 1.07 standard deviation.

The data presented in Appendix D indicate that there were differences in the consensus within each position group on the perceived expectations held for the administrative responsibilities and activities of the Regional Extension Supervisor's position as it should be performed in Michigan. However, there seemed to be more consensus in the perceptions of the paraprofessionals and the Regional Extension Supervisors concerning what the position should be as compared with their perceptions of how the position is currently being performed, as observed by 55 fewer items for the paraprofessionals and seven fewer items for the Regional Extension Supervisors having a 1.00 or greater standard deviation. The other respondent groups all showed less consensus concerning how the

position should be performed, as observed by the increased number of role items receiving standard deviations of 1.00 or greater.

However, it was decided to test this hypothesis further. The Bartlett homogeneity of variance test was calculated for the position groups on each of the eight administrative functions. This test is used to determine whether the samples or groups being reviewed come from populations with equal variance (Kerlinger, 1964). Table 58 contains the results of the Bartlett test for each of the eight administrative functions. A predetermined .01 level of significance was established for each administrative function as it should be performed. Therefore, the null hypothesis that there is no significant difference in the consensus within each position group on the perceived expectations held for the Regional Extension Supervisor's administrative role as it should be performed was rejected for four out of the eight administrative functions of the position. The four administrative functions that met the predetermined .01 level of significance were the personnel management function, the Extension programming function, the administration and policy function, and the budgeting and financing function.

Table 58.--Bartlett homogeneity of variance test by administrative functions as they should be performed, for the six respondent groups.

Administrative Function	Significance Level p = *
Personnel management	.000
Staff orientation and development	.034
Program development	.142
Extension programming	.005
Program evaluation and accountability	.427
Administration and policy	.009
Public relations	.351
Budgeting and financing	.002

\*p < .01.

Differences Between the Regional Extension Supervisor Group and Each of the Other Position Groups

The null hypothesis was prepared that "There are no significant differences between the Regional Extension Supervisor group and each of the other respondent groups on the perceived expectations held for the administrative duties of the Regional Extension Supervisor's position as it should be performed." Observation of previously established Table 56 indicates that differences in mean scores of the six respondent groups for the eight administrative functions did exist.

To determine the significance of these differences, the analysis of variance statistical technique was employed. This technique partitions the variation of the total sample into the variation within the treatment groups and the variation between the

groups, each part assignable to a different cause or causes (Choa, 1969). A comparison of between-column variations and within-column variations yields information concerning differences among the column means, which is the central insight provided by the analysis of variance technique (Hamburg, 1970).

The results of this analysis of the eight administrative functions of the Regional Extension Supervisor's position as it should be performed indicated that differences existed between the position groups. The results of these analyses are displayed in Table 59. A predetermined level of significance for each administrative function was established at the .01 level.

Table 59.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan between Regional Extension Supervisors, Paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, and the Administrative Program Team.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	.3050	5	.0610	.2817	.9231
Staff orientation and development	Between	2.9156	5	.5831	1.9671	.0826
Program development	Between	5.8935	5	1.1787	4.5499	.0005
Extension programming	Between	1.5801	5	.3160	1.1920	.3123
Program evaluation and accountability	Between	2.3459	5	.4692	1.5567	.1713
Administration and policy	Between	1.8349	5	.3670	1.2924	.2662
Public relations	Between	17.6549	5	3.5310	7.8326	.0000
Budgeting and financing	Between	23.5379	5	4.7076	9.1461	.0000

\*p < .01.

The data in Table 59 revealed that the program development administrative function as it should be performed was at the .00 level of significance. Thus, there was a significant difference between the Regional Extension Supervisors and the other respondent groups. The major difference was with the County Extension Agents (2.83) and the County Extension Directors (2.86) perceiving the Regional Extension Supervisors to have less than a shared responsibility for that function, as compared to the Regional Extension Supervisors' (3.34) perception that they should have more than a shared responsibility for that function. The paraprofessionals (3.07), the Extension Specialists (3.06), and the Administrative Program Team (3.08) were all in agreement that Regional Extension Supervisors should have a shared responsibility for carrying out that function in the Extension organization in Michigan.

The result of the analysis of variance test, shown in Table 59, for the public relations function of the Regional Extension Supervisor's position as it should be performed was at the .00 level of significance. With a predetermined .01 level of significance having been established, the data indicated that a significant difference existed between the Regional Extension Supervisor group and the other five respondent groups with respect to their perceptions regarding the level of responsibility Regional Extension Supervisors should have for that particular administrative function. County Extension Agents (2.41), the County Extension Directors

(2.48), and the Administrative Program Team (2.51) had the largest mean score differences from the Regional Extension Supervisor group mean (2.80). The paraprofessionals displayed a slight difference from the Regional Extension Supervisors with their 2.99 mean score. However, their mean score helped to widen the gap even further between the six respondent groups' mean scores on that particular administrative function.

The reported significant difference value, from Table 59, for the Regional Extension Supervisors' perceptions of the budgeting and financing function of their position as it should be performed, as compared with the perceptions of the other respondent groups, was .00. Thus, a significant difference existed. Regional Extension Supervisors (2.98) and paraprofessionals (2.99) viewed that function as it should be performed similarly as a shared responsibility of the position. On the other hand, County Extension Directors (2.32), County Extension Agents (2.43), Extension Specialists (2.59), and the Administrative Program Team (2.81) indicated that Supervisors should have less than a shared responsibility but more than a minor responsibility for carrying out that particular administrative function.

The results of the analysis of variance test on each of the eight administrative functions of the Regional Extension Supervisor's position as it should be performed indicated there were significant differences in three of the eight functions. Therefore, the null hypothesis that there are no significant differences between the Regional Extension Supervisor group and each of the

other respondent groups on the perceived expectations held for the administrative duties of the Regional Extension Supervisor's position as it should be performed was rejected.

Respondents' Views Based on Gender, Age, Formal Education,  
Years Employed by the CES, Years in Present Position,  
Region/Campus Affiliation, Size of County Staff,  
Amount of Normal Contact, Type of Contact, and  
Percentage of Time Spent on Administration

The null hypothesis was established that "There is no measurable association between the perceived expectations held for the administrative duties of the Regional Extension Supervisor's position as it should be performed and the respondents' gender, age, formal education, years employed by the CES, years in present position, region/campus affiliation, size of county staff, amount of normal contact, type of contact, and percentage of time spent on administration.

Gender of the respondents was the first way used to determine differences in respondents' perceptions of the Regional Extension Supervisor's administrative functions as they should be performed. The data in Table 60 show mean response scores for the eight administrative functions of the Regional Extension Supervisor's position, classified by respondents' gender.

Table 60.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by gender.

Administrative Function	Males (N=196)	Females (N=195)
Personnel management	3.31	3.24
Staff orientation and development	3.10	2.97
Program development	2.93	2.98
Extension programming	3.21	3.34
Program evaluation and accountability	3.03	3.08
Administration and policy	3.14	3.17
Public relations	2.57	2.64
Budgeting and financing	2.48	2.70

The mean response scores for six out of the eight administrative functions were higher for the female than the male respondents, which was a direct reversal of how they perceived the position to be currently performed in Michigan, as previously shown in Table 28. The male respondents perceived Supervisors as having a higher level of responsibility for the personnel management and staff orientation and development functions than did the female respondents.

An analysis of variance test, a test for differences in means, was used on each administrative function to determine whether significant differences existed between the two groups. The data in Table 61 indicate that a significant difference at the .01 level was found between males' and females' perceptions of the budgeting and financing administrative function; significant differences were also found to exist at the .05 level of significance for the staff



orientation and development and the Extension programming functions. The other administrative functions did not meet the predetermined .01 level of significance.

Table 61.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by gender of the respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	.3918	1	.3918	1.8192	.1782
Staff orientation and development	Between	1.5157	1	1.5157	5.0822	.0247
Program development	Between	.2315	1	.2315	.8657	.3527
Extension programming	Between	1.6895	1	1.6893	6.4402	.0116
Program evaluation and accountability	Between	3.2394	1	.3239	1.0854	.2982
Administration and policy	Between	.0438	1	.0438	.1546	.6944
Public relations	Between	.4791	1	.4791	.9768	.3236
Budgeting and financing	Between	4.4481	1	4.4481	8.0473	.0048

\*p < .01.

To provide meaningful group sizes for the analysis of variance test as it related to age of the respondents, the respondents were placed in the following three age groups: under 35 years, 36-45 years, and 46 years and older. Table 62 shows the respondents' mean scores for the eight administrative functions by the original five age groups.

Table 62.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by five age groups.

Administrative Function	Under 26 Years (N=7)	26-35 Years (N=82)	36-45 Years (N=145)	46-55 Years (N=118)	56+ Years (N=40)
Personnel management	3.05	3.30	3.18	3.35	3.34
Staff orientation and development	2.52	3.03	2.99	3.08	3.15
Program development	3.05	2.97	2.87	2.98	3.11
Extension programming	3.10	3.36	3.20	3.29	3.34
Program evaluation and accountability	2.92	3.13	2.97	3.08	3.18
Administration and policy	3.33	3.20	3.09	3.17	3.24
Public relations	2.98	2.65	2.52	2.63	2.67
Budgeting and financing	3.11	2.64	2.56	2.60	2.48

An analysis of variance was used on each administrative function to determine the significant differences between means for the three condensed age categories. The data in Table 63 indicate that the personnel management function was the only administrative function to have a significant difference observed at the predetermined .01 level of significance, as seen by the .0050 p-value for that particular administrative function. This was down from three administrative functions showing a significant difference at the .01 significance level as the position was perceived to be currently performed, as shown in the previously discussed Table 31.

Table 63.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by three age groups of the respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	2.2429	2	1.1214	5.3644	.0050
Staff orientation and development	Between	1.0625	2	.5312	1.7687	.1718
Program development	Between	1.6016	2	.8008	3.0083	.0505
Extension programming	Between	1.2438	2	.6219	2.3728	.0946
Program evaluation and accountability	Between	1.7385	2	.8692	2.9202	.0551
Administration and policy	Between	.8990	2	.4495	1.5975	.2038
Public relations	Between	1.4919	2	.7460	1.5141	.2214
Budgeting and financing	Between	.7926	2	.3963	.7005	.4970

\*p < .01.

A significant difference at the .01 level of significance was found in the views of the respondents in relationship to their formal education with respect to two of the eight administrative functions; an additional administrative function was found to be significant at the .05 significance level. The two administrative functions that had p-values at the predetermined .01 level of significance were public relations and budgeting and financing. Data in Tables 64 and 65 show the results to support this analysis. To run a more accurate analysis of variance test, the five categories listed in Table 64 were regrouped into the following four groupings: less than B.S., Bachelor's, Master's and Specialist's, and Doctor's degree.

Table 64.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by formal education.

Administrative Function	Less Than				
	B.S. (N=55)	Bachelor's (N=89)	Master's (N=170)	Specialist's (N=3)	Doctor's (N=81)
Personnel management	3.24	3.29	3.28	3.39	3.28
Staff orientation and development	2.88	3.06	3.04	2.91	3.12
Program development	3.08	2.94	2.87	3.06	3.05
Extension programming	3.25	3.36	3.29	3.23	3.17
Program evaluation and accountability	3.08	3.12	3.00	3.33	3.07
Administration and policy	3.20	3.20	3.18	3.35	3.03
Public relations	3.07	2.61	2.45	2.83	2.63
Budgeting and financing	3.11	2.49	2.51	3.08	2.49

Table 65.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by formal education of the respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	.1148	3	.0383	.1813	.9091
Staff orientation and development	Between	2.0240	3	.6747	2.2425	.0829
Program development	Between	2.7204	3	.9068	3.3934	.0180
Extension programming	Between	1.4831	3	.4944	1.8843	.1317
Program evaluation and accountability	Between	.7058	3	.2353	.7674	.5128
Administration and policy	Between	1.6500	3	.5500	1.9317	.1239
Public relations	Between	15.2574	3	5.0858	11.3779	.0000
Budgeting and financing	Between	16.9462	3	5.6487	10.7866	.0000

\*p < .01.

Examination of Table 64 reveals much similarity in mean score responses for the six position groups. The first six administrative functions exhibited a mean score difference of .33 or less. There was a greater difference, however, among the respondents' perceptions concerning the public relations and the budgeting and financing functions, as observed by their respective .62 mean score differences. The greatest difference on the public relations function was shown between the Master's group (2.45) perceiving Supervisors to have more than a minor responsibility but less than a shared responsibility for that particular administrative function as compared to the respondents with less than a B.S. degree (3.07) perceiving Supervisors as having a shared responsibility for the position. The respondents with Bachelor's degrees (2.49) and those with Doctor's degrees (2.49) viewed the Regional Extension Supervisor's role in the budgeting and financing function as being more than a minor responsibility but less than a shared responsibility, as compared to the respondents with less than a B.S. degree (3.11) and those with a Specialist's degree (3.08) perceiving the Supervisors as having a shared responsibility for carrying out that function of their position.

Length of service with the Cooperative Extension Service was the fourth way used to determine differences in the respondents' perceptions of the Regional Extension Supervisor's various administrative functions as they should be performed in Michigan. Table 66 displays the mean scores for the six original years-employed-by-CES categories, which were less than 12 months, 1-5

years, 6-10 years, 11-15 years, 16-20 years, and over 20 years. For analysis of variance purposes, those six categories were regrouped into four groupings in order to strengthen the analysis of variance test. The four new groupings were 5 years of less, 6-10 years, 11-15 years, and 16 or more years.

Table 66.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by length of service with the CES.

Administrative Function	Less Than 1 Year (N=6)	1-5 Years (N=100)	6-10 Years (N=92)	11-15 Years (N=75)	16-20 Years (N=53)	Over 20 Years (N=69)
Personnel management	3.51	3.24	3.25	3.29	3.21	3.37
Staff orientation and development	3.08	2.91	3.13	2.96	3.00	3.21
Program development	3.23	2.98	2.96	2.89	2.81	3.09
Extension programming	3.47	3.27	3.30	3.27	3.20	3.33
Program evaluation and accountability	3.03	3.05	3.08	3.00	3.04	3.12
Administration and policy	3.33	3.15	3.16	3.12	3.13	3.25
Public relations	3.04	2.76	2.54	2.55	2.51	2.61
Budgeting and financing	3.30	2.71	2.53	2.56	2.60	2.53

The data in Table 67 indicate that a significant difference existed at the .01 level of significance on the staff orientation and development function, as observed by the .0065 level of significance for that particular function. Examination of Table 66 reveals that respondents with 1-5 years (2.91) and 11-15 years (2.96) of service with the Cooperative Extension Service both

perceived Regional Extension Supervisors as having less than a shared responsibility (means less than 3.00) for the staff orientation and development function as the position should be performed, as compared to the respondents with less than one year (3.08), those with 6-10 years (3.13), those with 16-20 years (3.00), and those with over 20 years of service (3.21) perceiving the Supervisors to have more than a shared responsibility (means over 3.00) for that administrative function.

Table 67.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by length of service with the CES of the respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	.2168	3	.0723	.3348	.8002
Staff orientation and development	Between	3.6512	3	1.2172	4.1479	.0065
Program development	Between	.5446	3	.1815	.6721	.5696
Extension programming	Between	.0477	3	.0159	.0593	.9811
Program evaluation and accountability	Between	.3795	3	.1265	.4205	.7384
Administration and policy	Between	.2833	3	.0944	.3279	.8052
Public relations	Between	3.5868	3	1.1956	2.4514	.0631
Budgeting and financing	Between	2.8105	3	.9368	1.6655	.1740

\*p < .01.

No significant difference was found in the views of the respondents and the number of years they had been in their present positions. Data in Tables 68 and 69 show the results to support

this analysis. This was the same conclusion drawn concerning the position as it is currently being performed. However, the p-values reflected in Table 69 are much larger than those in the previously discussed Table 37.

**Table 68.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by years in present position.**

Administrative Function	Less Than 1 Year (N=25)	1-5 Years (N=135)	6-10 Years (N=109)	11-15 Years (N=65)	16-20 Years (N=32)	Over 20 Years (N=30)
Personnel management	3.44	3.24	3.21	3.25	3.25	3.34
Staff orientation and development	3.11	2.95	3.12	2.98	3.08	3.18
Program development	3.09	2.98	2.94	2.85	2.88	3.14
Extension programming	3.34	2.27	3.31	3.22	3.28	3.26
Program evaluation and accountability	3.14	3.08	3.03	2.96	3.12	3.12
Administration and policy	3.30	3.15	3.20	3.12	3.13	3.07
Public relations	2.61	2.66	2.52	2.59	2.68	2.71
Budgeting and financing	2.79	2.65	2.51	2.53	2.73	2.55



Table 69.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by years in present position of the respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	.0809	3	.0270	.1234	.9457
Staff orientation and development	Between	2.0536	3	.6845	2.3072	.0762
Program development	Between	1.1450	3	.3817	1.4220	.2359
Extension programming	Between	.3280	3	.1093	.4076	.7476
Program evaluation and accountability	Between	1.1086	3	.3695	1.2302	.2984
Administration and policy	Between	.4804	3	.1601	.5661	.6377
Public relations	Between	1.6522	3	.5507	1.1161	.3424
Budgeting and financing	Between	2.2124	3	.7375	1.3000	.2741

\*p < .01.

Region/campus affiliation was the next way used to determine differences in the perceptions being held by the respondents toward the administrative functions of the Regional Extension Supervisor's position as it should be performed in Michigan. Table 70 displays the respondents' mean scores according to the following seven categories: Upper Peninsula, North, East Central, Southeast, Southwest, West Central, and Campus. The data in Table 71 indicate that significant differences were found at the .01 level of significance for three of the administrative functions as compared with six as the position is currently being performed, as seen in the previously discussed Table 39.

Table 70.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by region/campus affiliation.

Administrative Function	Upper Peninsula (N=33)	North (N=45)	East Central (N=44)	South-east (N=66)	South-west (N=54)	West Central (N=52)	Campus (N=105)
Personnel management	3.55	3.36	3.33	3.20	3.13	3.18	3.31
Staff orientation and development	3.20	3.05	2.99	2.92	2.95	2.97	3.14
Program development	3.08	3.05	2.96	2.83	2.81	2.85	3.08
Extension programming	3.48	3.34	3.23	3.24	3.28	3.27	3.25
Program evaluation and accountability	3.18	2.92	2.95	3.06	3.02	3.07	3.13
Administration and policy	3.39	3.24	3.13	3.17	3.07	3.09	3.15
Public relations	2.85	2.83	2.51	2.66	2.38	2.42	2.65
Budgeting and financing	2.76	2.50	2.48	2.78	2.41	2.47	2.66

Table 71.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by region/campus affiliation of the respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	5.1286	6	.8548	4.1400	.0005
Staff orientation and development	Between	3.5868	6	.5978	1.9960	.0653
Program development	Between	5.2583	6	.8764	3.3191	.0034
Extension programming	Between	1.7812	6	.2969	1.1298	.3441
Program evaluation and accountability	Between	2.4875	6	.4146	1.3638	.2281
Administration and policy	Between	2.8697	6	.4783	1.6870	.1229
Public relations	Between	9.1724	6	1.5287	3.2286	.0042
Budgeting and financing	Between	7.0720	6	1.1787	2.0949	.0530

\*p < .01.

The three administrative functions with significance levels greater than the predetermined .01 level of significance were personnel management, program development, and public relations. A review of Table 70 shows that the respondents from the Upper Peninsula (3.55) region indicated the highest level of involvement of the Regional Extension Supervisors on the personnel management function as it should be performed. The lowest mean response scores on the personnel management function were provided by the respondents from the Southwest region (3.13), the West Central region (3.18), and the Southeast region (3.20). However, they all agreed that Regional Extension Supervisors should have more than a shared responsibility for that function (means greater than 3.00). The other respondent groups were fairly consistent in their responses relative to this function, with mean scores ranging from 3.31 to 3.36.

The campus-based respondent group (3.08) and the respondents from the Upper Peninsula region (3.08) indicated a shared responsibility of the Regional Extension Supervisors in the program development function, whereas the respondents from the Southwest (2.81) and the Southeast (2.83) regions indicated that Regional Extension Supervisors should have less than a shared responsibility for carrying out that particular administrative function, as observed by their respective mean response scores in Table 70. Regional Extension Supervisors' involvement in the public relations function had the highest mean scores from the Upper Peninsula (2.85)

and North ( 2.83) region respondents. Those respondents perceived the Supervisors as having nearly a shared responsibility for carrying out that administrative function as compared to the respondents from the Southwest (2.38) and West Central (2.42) regions indicating Regional Extension Supervisors should have little more than a minor responsibility with respect to that particular administrative function.

Size of county staff was another way used to identify differences in the perceptions being held by the respondents toward the Regional Extension Supervisor's position as it should be performed in Michigan. The data found in Tables 72 and 73 show that significant differences at the predetermined .01 level of significance existed between respondents from the various sizes of counties on the personnel management, the staff orientation and development, and the administration and policy functions. The public relations function was significant at the .05 level, as observed by the .0140 p-value on that particular administrative function. Respondents from counties with more than ten professional and paraprofessional staff members consistently indicated that Regional Extension Supervisors should have less responsibility on the administrative functions than did the respondents from counties with fewer than ten staff members.

Table 72.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by size of county staff (professional and para-professional).

Administrative Function	3 or Less Persons (N=43)	4-9 Persons (N=128)	10-15 Persons (N=39)	16-21 Persons (N=28)	22 or More Persons (N=30)
Personnel management	3.37	3.32	3.16	3.07	2.98
Staff orientation and development	3.03	3.09	2.76	2.80	2.76
Program development	2.92	2.95	2.87	2.76	2.72
Extension programming	3.38	3.33	3.20	3.19	3.12
Program evaluation and accountability	3.04	3.10	2.91	2.88	2.95
Administration and policy	3.30	3.25	3.08	2.92	2.94
Public relations	2.82	2.62	2.56	2.21	2.50
Budgeting and financing	2.55	2.61	2.64	2.32	2.49

Table 73.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by size of county staff of the respondents in this study.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	4.6667	4	1.1667	5.8657	.0002
Staff orientation and development	Between	5.9744	4	1.4939	5.1224	.0005
Program development	Between	1.9065	4	.4766	1.8912	.1124
Extension programming	Between	1.9863	4	.4966	2.0619	.0862
Program evaluation and accountability	Between	2.1534	4	.5383	1.9086	.1094
Administration and policy	Between	4.9855	4	1.2464	4.8515	.0009
Public relations	Between	6.1679	4	1.5420	3.1913	.0140
Budgeting and financing	Between	2.2009	4	.5502	.8881	.4715

\*p < .01.

Examination of Table 72 reveals that respondents from counties with three or less professional and paraprofessional staff members (3.37) and those with 4-9 staff members (3.32) perceived the Regional Extension Supervisors as having more than a shared but less than a major responsibility for the personnel management function of the position as it should be performed, as compared with respondents from larger-size counties perceiving the Supervisor's responsibility as a shared one. Respondents from counties with 22 or more staff members and those from counties with 16-21 staff members indicated the lowest level of Regional Extension Supervisor involvement with respect to that particular administrative function.

Regional Extension Supervisor responsibility for the staff orientation and development function as it should be performed was seen to be the greatest by respondents from counties with 4-9 staff members (3.09) and counties with three or less staff members (3.03). Respondents from counties with 22 or more staff members (2.76) and 10-15 staff members (2.76) both perceived Regional Extension Supervisor involvement with respect to that administrative function as being less than a shared responsibility but more than a minor responsibility of the position. Likewise, respondents from counties with 16-21 staff members (2.92) and 21 or more staff members (2.94) perceived the Regional Extension Supervisors as having less than a shared responsibility for the administration and policy function as compared with respondents from counties with fewer than three staff members (3.30) and with 4-6 staff members (3.25) perceiving that

Supervisors should have more than a shared responsibility for carrying out that administrative function.

The public relations function of the Regional Extension Supervisor's position, which was significant at the .05 significance level, was perceived to be a higher level activity of the position by the respondents from counties with three or fewer staff members (2.82) than it was by those from counties with 16-21 staff members (2.21).

The normal amount of contact the respondents have with Regional Extension Supervisors was another criterion used to determine significant differences in the views of the various respondents. Table 74 shows the mean scores for the original six categories of no contact, 1-2 times per year, 1-2 times per quarter, 1-2 times per month, 1-2 times per week, and more than 2 times per week. For analysis of variance purposes, categories 5 and 6 in Table 74 were combined. Table 75 indicates that a significant difference at the .01 level of significance occurred with the budgeting and financing function, as observed by the .0026 p-value.

Table 74.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by the normal amount of contact they have with the position of Regional Extension Supervisor.

Administrative Function	No Contact (N=25)	1-2 Times/ Year (N=96)	1-2 Times/ Quarter (N=136)	1-2 Times/ Month (N=117)	1-2 Times/ Week (N=18)	> 2 Times/ Week (N=10)
Personnel management	3.16	3.20	3.34	3.26	3.35	3.41
Staff orientation and development	2.89	2.98	3.13	2.99	3.08	3.20
Program development	3.03	2.98	2.99	2.84	2.98	3.03
Extension programming	3.23	3.20	3.35	3.25	3.29	3.44
Program evaluation and accountability	2.89	3.07	3.10	3.02	3.05	3.17
Administration and policy	3.11	3.04	3.23	3.16	3.39	3.33
Public relations	2.82	2.79	2.60	2.47	2.59	2.58
Budgeting and financing	2.98	2.71	2.57	2.41	2.75	2.70

Table 75.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by the amount of normal contact the respondents in this study have with the position of Regional Extension Supervisor.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	1.6807	4	.4202	1.9713	.0981
Staff orientation and development	Between	2.5098	4	.6274	2.0988	.0803
Program development	Between	1.8994	4	.4749	1.7615	.1358
Extension programming	Between	1.3803	4	.3451	1.3037	.2680
Program evaluation and accountability	Between	1.0627	4	.2657	.8754	.4787
Administration and policy	Between	3.1331	4	.7833	2.7568	.0277
Public relations	Between	6.0409	4	1.5102	3.1654	.0141
Budgeting and financing	Between	9.1953	4	2.2988	4.1512	.0026

\*p < .01.



Examination of Table 74 further reveals that respondents who were in contact with Regional Extension Supervisors 1-2 times per month (2.41) and those in contact with the position 1-2 times per quarter (2.57) indicated lower levels of Regional Extension Supervisor involvement with regard to this function than did the respondents who had no contact with the position (2.98). The respondent groups who came in contact with the Regional Extension Supervisor position 1-2 times per year (2.71), 1-2 times per week (2.75), and more than 2 times per week (2.70) were consistent in their views of the position with respect to its public relations function, as viewed by their respective mean scores.

Two administrative functions were significant at the .05 level of significance: the administration and policy function and the public relations function. Although they did not meet the predetermined .01 significance level, they deserve further investigation. The respondents who were in contact with the Regional Extension Supervisor position 1-2 times per week (3.39) or more (3.33) indicated that the Regional Extension Supervisor should have more than a shared responsibility but less than a major responsibility for the administration and policy function, as compared with the respondents who came in contact with the position 1-2 times per year (3.04) or less (3.11) perceiving the Supervisor's responsibility as being a shared one. However, the respondents who came in contact with the position 1-2 times per year (2.79) or less (2.82) thought the position of Regional Extension Supervisor should have a higher level of involvement with respect to the public

relations function of the position than did the respondents who came in contact with the position 1-2 times per quarter (2.60), per month (2.47), per week (2.59), or 2 or more times per week (2.58).

In addition to the amount of contact the respondents had with the position of Regional Extension Supervisor, it was decided also to test for differences in the perceptions the respondents had on the basis of the type of contact they had with the position of Regional Extension Supervisor. The mean score values for the respondents' responses, according to the type of contact they normally had with the position of Regional Extension Supervisors, are displayed in Table 76. The six categories were everything (face-to-face meetings, letters, and telephone conversations throughout the year), letters and telephone conversations, letters only, occasional contact at meetings or events, and little or no contact.

Two of the administrative functions, as seen in Table 77, had significant differences at the predetermined .01 level of significance. They were public relations and budgeting and financing. For analysis of variance purposes, categories 3 and 4 in Table 76 were combined.

Table 76.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by the normal type of contact they have with the position of Regional Extension Supervisor.

Administrative Function	Every- thing <sup>a</sup> (N=236)	Letters & Phone (N=26)	Letters Only (N=10)	Phone Only (N=1)	Contact at Meetings/ Events (N=86)	Little or No Contact (N=40)
Personnel management	3.30	3.26	3.30	3.06	3.23	3.31
Staff orientation and development	3.04	3.01	2.54	3.00	3.10	3.05
Program development	2.90	3.03	3.23	3.00	3.00	3.07
Extension programming	3.29	3.37	3.37	3.00	3.24	3.25
Program evaluation and accountability	3.05	2.97	3.20	3.00	3.11	3.03
Administration and policy	3.20	3.13	3.39	3.70	3.05	3.16
Public relations	2.49	2.59	2.99	2.38	2.77	2.97
Budgeting and financing	2.47	2.51	3.41	3.67	2.64	3.08

<sup>a</sup>Face-to-face meetings, letters, and telephone conversations throughout the year.

An examination of Table 76 also reveals that respondents who had contact with the position of Regional Extension Supervisor in a variety of ways (2.49) and by letters and telephone calls throughout the year (2.59) rated the Regional Extension Supervisor's involvement with the public relations function of the position lower than did those respondents who had contact with the position by letters only (2.99), by telephone calls only (3.38), by contact at meetings or events (2.77), or by those respondents who had little or no contact with the position (2.97), as observed by their respective mean scores. Likewise, the respondents who had contact with the Regional Extension Supervisor position through a variety of methods

(2.47) and by letters and telephone calls throughout the year (2.51) perceived the Regional Extension Supervisor's involvement in the budgeting and financing function to be one whole category lower than the respondents who had contact with the position only through letters (3.41) or telephone calls (3.67). The first group perceived this as being less than a shared responsibility, whereas the second group considered the Supervisor's involvement to be more than a shared responsibility.

Table 77.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by the type of normal contact the respondents in this study have with the position of Regional Extension Supervisor.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	.4767	4	.1192	.5538	.6963
Staff orientation and development	Between	2.6018	4	.6505	2.2010	.0682
Program development	Between	2.3265	4	.5816	2.1570	.0732
Extension programming	Between	.4581	4	.1145	.4254	.7903
Program evaluation and accountability	Between	.6897	4	.1724	.5637	.6891
Administration and policy	Between	2.0341	4	.5085	1.7602	.1361
Public relations	Between	11.8813	4	2.9703	6.3763	.0001
Budgeting and financing	Between	20.6184	4	5.1546	9.8281	.0000

\*p < .01.

The final item used to identify possible differences in the respondents' perceptions for the eight administrative functions of

the Regional Extension Supervisor's position as it should be performed in Michigan was the percentage of time spent in the administration of Extension staff or programs. Five categories were originally established and can be seen in Table 78: none, less than 20%, 21-40%, 41-60%, and over 60%. For the analysis of variance purposes, categories 4 and 5 in Table 78 were combined in order to run a more accurate statistical test.

Table 78.--Respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as they should be performed in Michigan, classified by the percentage of time spent administering Extension staff or programs.

Administrative Function	None (N=74)	20% & Under (N=74)	21-40% (N=57)	41-60% (N=17)	Over 60% (N=32)
Personnel management	3.25	3.29	3.29	3.14	3.25
Staff orientation and development	3.00	3.05	3.02	3.00	3.13
Program development	3.06	2.86	2.84	2.89	3.03
Extension programming	3.30	3.27	3.15	3.23	3.39
Program evaluation and accountability	3.16	3.00	2.99	3.00	3.19
Administration and policy	3.20	3.17	3.20	3.08	3.18
Public relations	2.75	2.51	2.43	2.49	2.53
Budgeting and financing	2.70	2.48	2.50	2.55	2.56

An analysis of variance test of the mean response scores (Table 79) indicated that no significant differences existed at the .01 level of significance. However, the program development function

and the public relations function both were significant at the .05 level of significance and therefore warrant more investigation.

Table 79.--Analysis of variance for the Regional Extension Supervisor's administrative functions as they should be performed in Michigan, by the percentage of time spent administering Extension staff or programs.

Administrative Function	Source	Sum of Squares	df	Mean Square	F	p*
Personnel management	Between	.2227	3	.0742	.3254	.8070
Staff orientation and development	Between	.2374	3	.0791	.2333	.8731
Program development	Between	2.2071	3	.7357	2.7730	.0421
Extension programming	Between	1.0633	3	.3544	1.3412	.2615
Program evaluation and accountability	Between	1.5699	3	.5233	1.5539	.2012
Administration and policy	Between	.1231	3	.0410	.1411	.9353
Public relations	Between	3.9783	3	1.3261	2.8044	.0404
Budgeting and financing	Between	2.0918	3	.6973	1.3154	.2699

\*p < .01.

The respondents with no administrative responsibility (3.06) and those with 61% or more responsibility (3.03) perceived the involvement of Regional Extension Supervisors with respect to the program development function to be at least a shared responsibility (means greater than 3.00), whereas the respondents with less than 20% of their time spent administering Extension staff or programs (2.86), the respondents with 21-40% administration (2.84), and those with 41-60% of their time spent on administration (2.89) all perceived the Supervisor's responsibility for that administrative

function to be less than shared. The respondents who had 21-40% of their time spent on administering Extension staff or programs (2.43) perceived the involvement of the Regional Extension Supervisor with regard to the public relations function of the position to be lower than did the respondents who had none of their time spent on administration (2.75). The other respondent groups were in agreement as to the level of involvement of the Regional Extension Supervisor, as observed by their respective mean scores (2.49 to 2.53).

The null hypothesis concerning the measurable association between the perceived expectations held for the administrative functions of the Regional Extension Supervisor's position as it should be performed was rejected for eight out of the ten independent variables because significant differences were found in the mean scores for one of the eight administrative functions with respect to each of the following criteria of the respondents: their gender, their age, the number of years they had been employed by the CES, and the amount of normal contact they had with the position of Regional Extension Supervisor. Significant differences were found in two of the eight administrative functions with respect to the following criteria: their formal education and the type of contact they normally had with the position of Regional Extension Supervisor. Significant differences were found in three of the eight administrative functions with respect to the following criteria: their region/campus affiliation and the size of their

county staff. Although the respondents' mean scores differed with respect to their length of time in present position and the percentage of time they spent administering Extension staff or programs, the null hypothesis was not rejected for those independent variables but was rejected for the other eight independent variables.

Comparison of the Administrative Functions at the Regional  
Level as They Are Currently Being Performed and  
as They Should Be Performed in Michigan

This section of Chapter IV was designed to present the analysis of the mean score differences that were observed between the respondents' perceptions of the Regional Extension Supervisor's position as it is currently being performed, as shown in Table 24, and as it should be performed, as shown in Table 56. Table 80 shows the mean score differences and rank order of responses for the eight administrative functions of the Regional Extension Supervisor's position, which were calculated by subtracting the mean response scores for each of the eight administrative functions as they are currently being performed from the mean response scores for how it was perceived they should be performed in Michigan.

Examination of Table 80 reveals that the staff orientation and development function was the administrative function that had the greatest difference between how the position was perceived to be currently performed and how it should be performed in Michigan. All the respondent groups (means of .42 to .65) except the Extension Specialists (.16) and the Regional Extension Supervisors (.49) had



Table 80.--Mean response score differences for eight administrative functions as they are currently being performed and as they should be performed by Regional Extension Supervisors, by each of six respondent groups.

Administrative Function	Respondent Group													
	Total (N=382)		PA (N=81)		CEA (N=149)		CED (N=62)		SPEC (N=73)		APT (N=37)		RS (N=5)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Staff orientation and development (NI=15)	0.52	1	0.64	1	0.65	1	0.42	1	0.16	3	0.46	1	0.49	2
Program development (NI=16)	0.41	2	0.55	3.5	0.50	3	0.36	2	0.23	2	0.38	2	0.51	1
Extension programming (NI=16)	0.40	3	0.49	5	0.53	2	0.30	4	0.25	1	0.34	4	0.23	6
Public relations (NI=8)	0.35	4.5	0.55	3.5	0.42	5	0.31	3	0.10	4	0.28	6	0.40	3
Budgeting and financing (NI=9)	0.35	4.5	0.60	2	0.49	4	0.29	5	-0.01	8	0.33	5	0.14	7.5
Program evaluation and accountability (NI=12)	0.29	6.5	0.46	7	0.34	7	0.27	6	0.03	5.5	0.36	3	0.29	5
Personnel management (NI=18)	0.29	6.5	0.46	7	0.37	6	0.26	7	0.00	7	0.25	7	0.37	4
Administration and policy (NI=20)	0.22	8	0.46	7	0.26	8	0.16	8	0.03	5.5	0.21	8	0.14	7.5

Note: NI = number of items.

their largest mean score difference on this particular administrative function. The Extension Specialists showed the greatest difference between how the position was perceived to be currently performed and how it should be performed on the Extension programming function, followed by the program development function and then the staff orientation and development function, as seen by their respective .25, .23, and .16 mean difference scores for those particular administrative functions. The Regional Extension Supervisors had the greatest difference shown on the program development function and then the staff orientation and development function, as observed by their .51 and .49 mean difference scores.

The administration and policy function had the smallest mean score difference value for the County Extension Agents (.26), the County Extension Directors (.16), and the Administrative Program Team (.21). The paraprofessionals had equal mean score difference values for the administration and policy function, the program evaluation and accountability function, and the personnel management function, as observed by their respective .46 mean difference scores. The Extension Specialists had their least mean difference scores on the budgeting and financing function (-.01) and the personnel management function (.00). The Regional Extension Supervisors also had a tie for their smallest mean difference score, as observed by the .14 mean difference scores on the administration and policy function and the budgeting and financing function.



AN ANALYSIS OF THE REGIONAL EXTENSION SUPERVISOR'S ROLE  
IN MICHIGAN'S COOPERATIVE EXTENSION SERVICE  
VOLUME II

By

Raymond John Clark

A DISSERTATION

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Differences Between the Position as It Is Currently  
Performed and as It Should Be Performed

The null hypothesis was prepared that "There are no significant differences between the respondents' perceptions of the perceived expectations held for the administrative duties of the Regional Extension Supervisor's position in Michigan as it is currently being performed and their perceptions concerning the perceived level of responsibility being held for the administrative functions of the Regional Extension Supervisor's position as it should be performed in Michigan." Observation of previously established Table 80 indicates that differences in mean scores of the six respondent groups for the eight administrative functions as they are currently being performed and as they should be performed did exist.

To determine the significance of these differences, the paired t-test form of statistical analysis was selected. This technique is used when two samples consist of pairs of observations on the same individual, object, or, more generally, the same selected population elements (Hamburg, 1970). The purpose of pairing is to reduce extraneous influences on the variable being measured and to reduce the effect of subject-to-subject variability (Nie et al., 1975).

The results of this paired t-test form of analysis on the mean score difference for the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed and as it should be performed are presented in Table 81. A predetermined level of significance for each administrative function was established at the .01 level. The data in Table 81

Table 81.--Comparison of mean scores by position for the Regional Extension Supervisor's administrative functions as they are currently performed (AI) and as they should be performed (SB), using paired t-tests.

Administrative Function	Respondent Group													
	Sample (N=404)		PA (N=75)		CEA (N=149)		CED (N=62)		SPEC (N=70)		APT (N=37)		RS (N=5)	
	AI	SB	AI	SB	AI	SB	AI	SB	AI	SB	AI	SB	AI	SB
PERSONNEL MANAGEMENT (NI=18)	2.99	3.29	2.76	3.26	2.90	3.27	3.02	3.29	3.28	3.29	3.08	3.33	3.35	3.49
	t = -12.16 p = .00		t = -7.01 p = .00		t = -10.39 p = .00		t = -4.96 p = .00		t = -0.16 p = .87		t = -3.95 p = .00		t = -1.16 p = .31	
STAFF ORIENTATION AND DEVELOPMENT (NI=15)	2.53	3.04	2.26	2.93	2.36	3.02	2.59	3.01	2.95	3.10	2.76	3.21	2.40	2.80
	t = -15.67 p = .00		t = -7.01 p = .00		t = -12.85 p = .00		t = -6.48 p = .00		t = -2.21 p = .03		t = -5.89 p = .00		t = -2.19 p = .09	
PROGRAM DEVELOPMENT (NI=16)	2.52	2.95	2.49	3.10	2.33	2.83	2.50	2.86	2.83	3.04	2.71	3.08	2.84	2.98
	t = -15.39 p = .00		t = -6.92 p = .00		t = -11.91 p = .00		t = -5.88 p = .00		t = -3.21 p = .00		t = -6.31 p = .00		t = -0.88 p = .43	
EXTENSION PROGRAMMING (NI=16)	2.86	3.29	2.83	3.38	2.76	3.29	2.91	3.20	2.94	3.20	2.99	3.33	3.25	3.48
	t = -15.10 p = .00		t = -6.34 p = .00		t = -11.96 p = .00		t = -6.27 p = .00		t = -3.69 p = .00		t = -5.22 p = .00		t = -2.41 p = .07	

Table 81.--Continued.

Administrative Function	Respondent Group													
	Sample (N=404)		PA (N=75)		CEA (N=149)		CED (N=62)		SPEC (N=70)		APT (N=37)		RS (N=5)	
	AI	SB	AI	SB	AI	SB	AI	SB	AI	SB	AI	SB	AI	SB
PROGRAM EVALUATION AND ACCOUNTABILITY (NI=12)	2.75	3.06	2.63	3.13	2.65	2.99	2.73	3.00	3.05	3.10	2.84	3.19	3.05	3.34
	t = -11.45 p = .00		t = -5.98 p = .00		t = -8.83 p = .00		t = -4.76 p = .00		t = -0.77 p = .04		t = -5.51 p = .00		t = -1.31 p = .26	
ADMINISTRATION AND POLICY (NI=20)	2.93	3.17	2.69	3.16	2.89	3.15	3.04	3.20	3.04	3.08	3.08	3.29	3.04	3.43
	t = -10.26 p = .00		t = -6.17 p = .00		t = -8.90 p = .00		t = -3.46 p = .00		t = -0.55 p = .59		t = -4.61 p = .00		t = -2.32 p = .08	
PUBLIC RELATIONS (NI=8)	2.25	2.61	2.43	2.95	2.06	2.48	2.10	2.41	2.62	2.75	2.23	2.51	2.87	3.36
	t = -12.18 p = .00		t = -6.26 p = .00		t = -9.91 p = .00		t = -4.22 p = .00		t = -1.89 p = .06		t = -3.43 p = .00		t = -4.45 p = .01	
BUDGETING AND FINANCING (NI=9)	2.21	2.58	2.35	2.93	1.94	2.43	2.04	2.32	2.60	2.60	2.48	2.81	2.83	3.34
	t = -12.51 p = .00		t = -6.92 p = .00		t = -10.13 p = .00		t = -5.56 p = .00		t = -0.02 p = .99		t = -5.72 p = .00		t = -2.78 p = .05	

p &lt; .01.

revealed that the perceived current level of performance and the perceived "should be" level of performance for all eight administrative functions were significantly different at the .00 level when the mean response scores for the total respondent group were compared. In further observation of Table 81 it was discovered that only two of the six respondent groups had levels of significance that were greater than the predetermined .01 level. The Extension Specialist group had four of the eight administrative functions of the Regional Extension Supervisor's position with p-values greater than .01. However, two of these would be significant at the .05 level. The four administrative functions with p-values greater than .01 were personnel management, staff orientation and development, program evaluation and accountability, and administration and policy. The Regional Extension Supervisor group had p-values greater than the predetermined .01 significance level on all eight of the administrative functions of their position.

The results of the paired t-test for each of the eight administrative functions of the Regional Extension Supervisor's position in Michigan indicated that all eight functions were significant at the .01 level of significance when the mean response scores of the total respondent group were considered. Therefore, the null hypothesis that there are no significant differences between the respondents' perceptions concerning the perceived expectations being held for the administrative duties of the



Regional Extension Supervisor's position in Michigan as it is currently being performed and their perceptions concerning the perceived expectations being held for the Regional Extension Supervisor's position as it should be performed was rejected for four of the six respondent groups: paraprofessionals, County Extension Agents, County Extension Directors, and the Administrative Program Team. The null hypothesis was rejected on four of the eight administrative functions with regard to the Extension Specialist group and not rejected at all with regard to the Regional Extension Supervisor group.

Most Important Skills Needed by Those in the Position  
of Regional Extension Supervisor in Michigan

Middle-management positions in the Cooperative Extension Service provide a vital link between the field staff and the University. Selection of individuals to fill these key positions in the Extension organization in the past has not been unlike that of filling similar middle-management positions in business or industry. In the past, the job of supervising work and people has been thought of as a rather simple, direct operation in which individuals have been elevated to the position based on their past experiences in the organization. Not everyone who is a good employee has the capability to be a good manager. Middle managers in Extension have been selected and placed in the position based on their having had a progression of successful experiences, generally in the Cooperative Extension Service (Hoelscher, 1983-1984).

In an attempt to investigate further the perceptions held regarding the Regional Extension Supervisor's position in Michigan, the respondents were asked to identify the four most important skills they perceived a person in the role of Regional Extension Supervisor should have. The summary of responses from the five respondent groups are provided in Tables 82 through 86. For comparison purposes, the responses of the Regional Extension Supervisors were combined with those of the Administrative Program Team. The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important skills needed by those in the position of Regional Extension Supervisor. The remaining items that were mentioned by each respondent group have been included to clarify further the skills perceived to be needed by those individuals occupying the position of Regional Extension Supervisor.

A summary of the ten skills that were identified by each of the respondent groups (Tables 82 through 86) is found in Table 87. Six skills were identified by all five groups. They were communication skills (written and oral), human relations skills (people skills), listening skills, personnel management, and knowledge of the CES. Conflict management and problem-solving skills were identified by the three respondent groups housed in the county (paraprofessionals, County Extension Agents, and County Extension Directors). Skills in program development were identified as important by the Extension

Table 82.--Four most important skills a person in the position of Regional Extension Supervisor should have, as perceived by Extension paraprofessionals.

Skill	Rank Order <sup>a</sup>
Communications--written and oral	1
Human relations/people skills	2
Leadership/administrative skills	3
Knowledge of the CES	4
Conflict management/problem-solving skills	5
Listening skills	6
Personnel management--selection, orientation, and appraisal	7
Honesty/fairness	8
Organizational skills	9
Counseling and empathy skills	10

Additional Skills Mentioned

Time management	Budgeting/financing skills
Coordination/facilitating skills	Visibility
Staff-development skills	Field experience
Program-development skills	Public relations skills
Role model	Motivational skills
Perception	Ability to be open minded
Technical skills	Problem-solving skills
Politically smart	Visionary skills
Professionalism	Evaluation skills
Negotiation skills	

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important skills needed by those in the position of Regional Extension Supervisor.

Table 83.--Four most important skills a person in the position of Regional Extension Supervisor should have, as perceived by County Extension Agents.

Skill	Rank Order <sup>a</sup>
Communications--written and oral	1
Human relations/people skills	2
Honesty/fairness	3
Listening skills	4
Personnel management--selection, orientation and appraisal	5
Knowledge of the CES	6
Leadership/administrative skills	7
Motivational/staff-development skills	8
Conflict management/problem-solving skills	9
Visionary skills	10

Additional Skills Mentioned

Organizational skills	Counseling and empathy skills
Time management	Budgeting/financing skills
Coordination/facilitating skills	Visibility
Negotiation skills	Field experience
Program-development skills	Public relations skills
Role model	Perception
Evaluation skills	Tolerance
Politically smart	Professionalism
Accessibility	Rapid reader
Educational skills	Positive self-esteem
Team-building skills	Ability to be open minded

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important skills needed by those in the position of Regional Extension Supervisor.

Table 84.--Four most important skills a person in the position of Regional Extension Supervisor should have, as perceived by County Extension Directors.

Skill	Rank Order <sup>a</sup>
Communications--written and oral	1
Listening skills	2
Leadership/administrative skills	3
Honesty/fairness	4
Human relations/people skills	5
Motivational/staff-development skills	6
Personnel management--selection, orientation and appraisal	7
Conflict management/problem-solving skills	8
Knowledge of the CES	9
Field experience	10

Additional Skills Mentioned

Organizational skills	Counseling and empathy skills
Time management	Visionary skills
Ability to be open minded	Visibility
Negotiation skills	Visionary skills
Observational skills	Public relations skills
Resourceful	Perception
Evaluation skills	Professionalism
Rapid reader	Educational skills
Positive self-esteem	Team-building skills

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important skills needed by those in the position of Regional Extension Supervisor.

Table 85.--Four most important skills a person in the position of Regional Extension Supervisor should have, as perceived by Extension Specialists.

Skill	Rank Order <sup>a</sup>
Communications--written and oral	1
Human relations/people skills	2
Knowledge of the CES	3
Personnel management--selection, orientation, and appraisal	4
Leadership/administrative skills	5
Listening skills	6
Field experience	7
Organizational skills	8
Motivational/staff-development skills	9
Program-development skills	10

Additional Skills Mentioned

Honesty/fairness	Counseling and empathy skills
Time management	Budgeting/Financing skills
Coordination/facilitating skills	Visibility
Negotiation skills	Visionary skills
Conflict mgt./problem-solving skills	Public-relations skills
Role model	Perception
Evaluation skills	Technical skills
Ability to transfer information	Professionalism
Educational skills	

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important skills needed by those in the position of Regional Extension Supervisor.

Table 86.--Four most important skills a person in the position of Regional Extension Supervisor should have, as perceived by the Administrative Program Team and the Regional Extension Supervisors.

Skill	Rank Order <sup>a</sup>
Human relations/people skills	1
Listening skills	2
Motivational/staff-development skills	3
Communications--written and oral	4
Program-development skills	5
Personnel management--selection, orientation, and appraisal	6
Organizational skills	7
Leadership/administrative skills	8
Knowledge of the CES	9
Honesty/fairness	10

Additional Skills Mentioned

Visionary skills	Counseling and empathy skills
Time management	Budgeting/financing skills
Coordination/facilitating skills	Technical skills
Negotiation skills	Field experience
Conflict mgt./problem-solving skills	Public-relations skills
Resourceful	Perception
Evaluation skills	Tolerance
Politically smart	Professionalism
Accessibility	Team-building skills

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important skills needed by those in the position of Regional Extension Supervisor.

Table 87.--Most important skills<sup>a</sup> needed by those in the position of Regional Extension Supervisor, as perceived by Paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, and the Administrative Program Team/Regional Extension Supervisors.

Paraprofessionals	Extension Agents	Extension Directors	Extension Specialists	APT/Reg. Supervisors
Communications	Communication	Communications	Communications	Human relations
Human relations	Human relations	Listening	Human relations	Listening
Leadership/ administrative	Honesty	Leadership/ administrative	Knowledge of CES	Motivation/staff development
Knowledge of CES	Listening	Honesty	Personnel management	Communications
Conflict management/ problem solving	Personnel management	Human relations	Leadership/ administrative	Program development
Listening	Knowledge of CES	Motivation/staff development	Listening	Personnel management
Personnel management	Leadership/ administrative	Personnel management	Field experience	Organizational
Honesty	Motivation/staff development	Conflict management/ problem solving	Organizational	Leadership/ administrative
Organizational	Conflict management/ problem solving	Knowledge of CES	Motivation/staff development	Knowledge of CES
Counseling/empathy	Visionary	Field experience	Program development	Honesty

<sup>a</sup> The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important skills needed by those in the position of Regional Extension Supervisor.



Specialists and the Administrative Program Team/Regional Extension Supervisors. Four of the five respondent groups perceived that individuals in the role of Regional Extension Supervisor should possess good motivational/staff-development skills as well as be honest in their dealing with staff. Counseling skills were identified as being important by Program Assistants. County Extension Agents thought that Regional Extension Supervisors should be visionary thinkers. Field experience was identified by County Extension Directors and Extension Specialists as being an important skill that is needed by individuals in the role of Regional Extension Supervisor. Organizational skills were seen as being important by the paraprofessionals, the Extension Specialists, and the Administrative Program Team/Regional Extension Supervisors.

Additional skills that were mentioned to a lesser extent by the majority of the respondent groups included budgeting and financing skills, coordinating/facilitating skills, public relations skills, negotiation skills, and political smartness, to name a few.

These findings corresponded with those from Hoeischer's (1983-1984) study. The three respondent groups he surveyed indicated that mid-managers should possess communication, counseling, listening, conflict management and team building, leadership, program development and management, and human relations and motivation skills, all of which were identified by the respondents in this study.

Most Important Tasks to Be Performed by Those in the Position  
of Regional Extension Supervisor in Michigan

The middle-management position within Michigan's Cooperative Extension Service is performed by six Regional Extension Supervisors. To understand better what tasks individuals who occupy this position within the Cooperative Extension Service should perform, the five respondent groups in this study were asked to identify the four most important tasks that those in the position of Regional Extension Supervisor should perform. The responses from the Regional Extension Supervisor group were combined with the responses from the Administrative Program Team for analysis purposes. Tables 88 through 92 list, in rank order, the ten most important tasks that Regional Extension Supervisors should perform, as viewed by the number of times the task was mentioned by the various respondent groups.

Table 93 presents the ten tasks, in rank order, that were identified by each of the respondent groups in Tables 88 through 92. Seven tasks were identified by each of the respondent groups in Tables 88 through 92. They were liaison with campus, staff appraisal and evaluation, staff development and training, personnel management, program-development assistance, motivator/morale builder in the region, and promote cross-programming and teamwork in the region. Staff support was identified as an important task for Regional Extension Supervisors to perform by four of the groups. Guidance/counseling and conflict management/problem solving are two tasks that were identified as being important aspects of the

Regional Extension Supervisor's position by three of the groups, as observed in Tables 88 through 92. The paraprofessionals and Extension Specialists thought regional coordination was an important task, whereas the Administrative Program Team/Regional Extension Supervisors thought program evaluation was an important task of the Regional Extension Supervisor position. Four of the respondent groups identified that Regional Extension Supervisors should spend more time in the counties. However, the County Extension Agents were the only respondent group to rank this item in the top ten.

The items appearing in Table 93 are quite similar to the top-ten tasks mid-managers perform, as found by Hoelscher (1983-1984). The tasks identified in his study were personnel management (selection, employment, and orientation), program development process guidance, performance appraisal, public relations, counseling, directing staff development (growth, county budget development and monitoring, representing the Director, program evaluation, and interpretation of Field Staff and Administration needs.

### Summary

This chapter presented and analyzed the results of the data gathered by administering the role expectation questionnaire to the six role-defining position groups within the Michigan Cooperative Extension Service. The data were presented and analyzed in terms of the major research objectives listed in Chapter I. Mean responses

Table 88.--Four most important tasks a person in the position of Regional Extension Supervisor should perform, as perceived by the Extension paraprofessionals.

Task	Rank Order <sup>a</sup>
Liaison with campus	1
Staff appraisal/evaluation	2
Staff support	3
Administrative leadership for the region	4
Staff development/training	5
Regional coordination	6
Personnel management	7
Program-development assistance	8
Motivator/morale builder in region	9
Promote cross-programming/teamwork in region	10

Additional Tasks Mentioned

Budgeting/financial assistance	Guidance/counseling
Staff support	Public relations
Knowledge base for CES	Program evaluation
Role model	Conflict mgt./problem solver
Represent administration	Spend more time in county
Familiar with region	Reporting/record keeping
Vision/priority setting	Salary administration

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important tasks that a person in the position of Regional Extension Supervisor should perform.

Table 89.--Four most important tasks a person in the position of Regional Extension Supervisor should perform, as perceived by the County Extension Agents.

Task	Rank Order <sup>a</sup>
Staff appraisal/evaluation	1
Liaison with campus	2
Program-development assistance	3
Personnel management	4
Staff development/training	5
Motivator/morale builder in region	6
Conflict management/problem solver	7
Spend more time in counties	8
Promote cross-programming/teamwork in region	9
Guidance/counseling	10

Additional Tasks Mentioned

Budgeting/financing assistance	Staff support
Public relations	Knowledge base for CES
Program evaluation	Regional coordination
Administrative leadership for region	Represent administration
Reporting/record keeping	Familiar with region
Salary administration	Vision/priority setting

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important tasks that a person in the position of Regional Extension Supervisor should perform.

Table 90.--Four most important tasks a person in the position of Regional Extension Supervisor should perform, as perceived by the County Extension Directors.

Task	Rank Order <sup>a</sup>
Liaison with campus	1
Staff appraisal/evaluation	2
Personnel management	3
Staff support	4
Program-development assistance	5
Staff development/training	6
Motivator/morale builder in region	7
Conflict management/problem solver	8
Guidance/counseling	9
Promote cross-programming/teamwork in region	10

Additional Tasks Mentioned

Budgeting/financing assistance	Public relations
Working with advisory groups	Knowledge base for CES
Program evaluation	Role model
Regional coordination	Administrative leadership for
Represent administration	the region
Familiar with region	Spend more time in counties
Reporting/record keeping	Vision/priority setting
Salary administration	

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important tasks that a person in the position of Regional Extension Supervisor should perform.

Table 91.--Four most important tasks a person in the position of Regional Extension Supervisor should perform, as perceived by the Extension Specialists.

Task	Rank Order <sup>a</sup>
Staff appraisal/evaluation	1
Liaison with campus	2
Regional coordination	3
Personnel management	4
Conflict management/problem solver	5
Promote cross-programming/teamwork in region	6
Staff support	7
Program-development assistance	8
Staff development/training	9
Motivator/morale builder in region	10

Additional Tasks Mentioned

Budgeting/financing assistance	Public relations
Knowledge base for CES	Program evaluation
Role model	Administrative leadership for
Vision/priority setting	the region
Reporting/record keeping	

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important tasks that a person in the position of Regional Extension Supervisor should perform.

Table 92.--Four most important tasks a person in the position of Regional Extension Supervisor should perform, as perceived by the Administrative Program Team/Regional Extension Supervisors.

Task	Rank Order <sup>a</sup>
Staff support	1
Liaison with campus	2
Staff appraisal/evaluation	3
Promote cross-programming/teamwork in region	4
Personnel management	5
Staff development/training	6
Program-development assistance	7
Motivator/morale builder in region	8
Program evaluation	9
Guidance/counseling	10

Additional Tasks Mentioned

Budgeting/financing assistance	Public relations
Knowledge base for CES	Regional coordination
Conflict mgt./problem solver	Represent administration
Spend more time in the county	Administrative leadership for
Vision/priority setting	the region
Reporting/record keeping	

<sup>a</sup>The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important tasks that a person in the position of Regional Extension Supervisor should perform.



Table 93.--Most important tasks<sup>a</sup> to be performed by those in the position of Regional Extension Supervisor, as perceived by Paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, and the Administrative Program Team/Regional Extension Supervisors.

Paraprofessionals	Extension Agents	Extension Directors	Extension Specialists	APT/Reg. Supervisors
Liaison with campus	Staff appraisal/eval.	Liaison with campus	Staff appraisal/eval.	Staff support
Staff appraisal/eval.	Liaison with campus	Staff appraisal/eval.	Liaison with campus	Liaison with campus
Staff support	Program dev. assist.	Personnel management	Regional coordination	Staff appraisal/eval.
Adm. leadership for the region	Personnel management	Staff support	Personnel management	Promote cross-prog./teamwork in region
Staff dev./training	Staff dev./training	Program dev. assist.	Conflict mgt./problem solver	Personnel management
Regional coordination	Motivator/morale builder in region	Staff dev./training	Promote cross-prog./teamwork in region	Staff dev./training
Personnel management	Conflict mgt./problem solver	Motivator/morale builder in region	Staff support	Program dev. assist.
Program dev. assist.	Spend more time in counties	Conflict mgt./problem solver	Program dev. assist.	Motivator/morale builder in region
Motivator/morale builder in region	Promote cross-prog./teamwork in region	Guidance/counseling	Staff dev./training	Program evaluation
Promote cross-prog./teamwork in region	Guidance/counseling	Promote cross-prog./teamwork in region	Motivator/morale builder in region	Guidance/counseling

<sup>a</sup> The items have been ranked from 1 to 10 on the basis of the number of times they were mentioned as being among the four most important tasks that a person in the position of Regional Extension Supervisor should perform.

to role-definition items classified by administrative process were analyzed as a measure of expectations held by the six 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 Regional Extension Supervisor as it is currently being performed and as it should be performed in Michigan.

The summary, conclusions, and recommendations of the study are presented in Chapter V.

## 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 Regional Extension Supervisor, as it is known today, in the early 1980s. However, the first supervisors in the state were employed in 1947 with the mandate to keep a peaceful Extension family, get a job done, and develop a team within their district. 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 the county-level problems within the region was and remains critical. Competition for budget dollars, accountability for program results, and personnel management within the region demand sound administrative leadership by the Regional Extension Supervisor.

The Michigan Cooperative Extension Service has been faced with declining revenues in terms of both real and nominal dollars from

federal and county sources over the past three years. This decline in revenue, along with an increased pressure at the federal, state, and county levels for Extension to be more accountable, has forced Extension administration in Michigan to begin a process of reallocating Extension's limited resources to programs and personnel that will most effectively serve Extension's clientele in Michigan.

In recent years the Extension organization in Michigan has come under fire for being administratively top heavy as compared with other Extension positions within the organization. The foregoing concerns for reducing the Extension budget and also examining the administrative staffing level within the Extension organization were some of the factors pointing to a need for a comprehensive study to determine the perceptions about the administrative role of the Regional Extension Supervisor in Michigan.

#### Purposes of the Study

The general purposes of the study were (a) to describe the role of the Regional Extension Supervisor in Michigan as it is currently being performed and as it should be performed in Michigan, as viewed by Extension paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, Administrative Program Team, and the Regional Extension Supervisors; (b) to obtain information to help Extension personnel gain a better understanding of the perceived relationships between various groups and the position being studied; and (c) to help provide Extension administrators and Regional Extension Supervisors in Michigan with

information on which to improve the effectiveness of the Regional Extension Supervisor's position in the Extension organization.

### Objectives of the Study

The specific objectives of this study were:

1. To determine the administrative duties of the Regional Extension Supervisor's position as it is currently being performed and as it should be performed in Michigan, as perceived by Extension paraprofessionals, County Extension Agents, County Extension Directors, Extension Specialists, the Administrative Program Team, and the Regional Extension Supervisors themselves.

2. To determine the differences within and between each respondent group in their role perceptions of the Regional Extension Supervisor's administrative functions as they are currently being performed and as they should be performed in Michigan.

3. To determine whether there is a measurable association between age, gender, formal education, region or campus affiliation, size of county staff, tenure in the organization, tenure in present position, the amount of normal contact with the Regional Extension Supervisor, type of contact with the Regional Extension Supervisor, and the amount of time he/she devotes to administering other Extension employees or programs, with respect to his/her perceptions regarding the role of the Regional Extension Supervisor in Michigan as it is currently being performed and as it should be performed.

### Procedure

The data were obtained from a mailed questionnaire returned by 474 Michigan Extension workers on the job in December 1988. The usable rate yielded an overall average of 74.4%, with 84.1% for the four positions most closely associated with the position of Regional Extension Supervisor (County Extension Agents, County Extension Directors, the Administrative Program Team, and the Regional Extension Supervisors) and 65% for the two positions least associated with the position of Regional Extension Supervisor (paraprofessionals and Extension Specialists).

The questionnaire provided an opportunity for the respondents to record their judgments concerning the extent to which 114 possible role-definition items were a part of the job of the Regional Extension Supervisor as the position is currently being performed and as it should be performed in Michigan. The questionnaire was similar to the one used by Caul (1960) and Harrison (1984) to investigate the administrative role of the County Extension Director in Michigan, but with additional items to strengthen the instrument and describe more accurately the role of the Regional Extension Supervisor's position in Michigan.

The survey instrument was divided into three sections. Section I described something a Regional Extension Supervisor must be concerned with, be responsible for, or oversee the matter described in the statement. In Section II, background information was collected on the respondents. In Section III, additional

comments were sought, concerning (a) the four most important skills needed by Regional Extension Supervisors, (b) the four most important tasks performed by Regional Extension Supervisors, and (c) any additional comments the respondents wanted to share.

Each respondent was asked to record on a five-point scale the extent to which he/she perceived the role-definition item to be a responsibility of the Regional Extension Supervisor's position (a) as it is currently being performed and (b) as it should be performed in the Extension organization. The five labels used to describe respondents' level of involvement with each of the 114 role-definition items were:

1. "None," the Regional Extension Supervisor has no responsibility for the activity.
2. "Minor," the Regional Extension Supervisor is responsible for a minor portion of the activity; another position within the CES organization is responsible for the major share.
3. "Shared," the Regional Extension Supervisor shares equally the responsibility for the activity with another position within the organization.
4. "Major," the Regional Extension Supervisor has responsibility for the activity while another position within the organization is responsible for a minor share.
5. "Complete," the Regional Extension Supervisor is the only position in the organization responsible for this activity.

The respondents were divided into six position groups for purposes of the basic analysis of the data. The groups were

Extension paraprofessionals, who are program assistants, associates, or aides at the county level; County Extension Agents, which includes agents (Agriculture and Marketing, Home Economics, Natural Resources and Public Policy, and 4-H Youth) who are assigned to a county or group of counties; County Extension Directors, who are the designated administrative heads at the county level of the Michigan Cooperative Extension Service; Extension Specialists, campus-based staff assigned to either a department or program area who have specific programming responsibility in one of the four program areas of Extension; the Administrative Program Team, which consists of the Director, Associate Director, the four Assistant Directors and their immediate staff, and a few key support staff (Budgeting and Financing, Staff Development, and Personnel); and the Regional Extension Supervisors.

### Summary of Findings

The findings of this study were as follows:

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

Gender. More than 50% of the respondents were female. However, the distribution of respondents by gender ranged from 3.2% of the Extension paraprofessionals being male to 11.3% of the County Extension Directors and 20.5% of the Extension Specialists being female. Eighty percent of the Regional Extension Supervisors were male, whereas County Extension Agents and the Administrative Program



Team were more equally divided, with 50.7% and 55.3%, respectively, being female.

Age. The majority of the Regional Extension Supervisors were between 36 and 45 years; 74.2% of the County Extension Directors, 69.4% of the Extension Specialists, and 84.2% of the Administrative Program Team were between 36 and 55 years; 65.8% of the County Extension Agents were in a younger grouping of 26 to 45 years; and the paraprofessionals were fairly well distributed in all age categories. Further, only 8.1% of the County Extension Directors, 9.6% of the Extension Specialists, and 7.9% of the Administrative Program Team were 35 years or younger, whereas 32.9% of the County Extension Agents and 21.6% of the paraprofessionals were in this age category. Forty percent of the Regional Extension Supervisors, 43.5% of the County Extension Directors, 49.4% of the Extension Specialists, and 47.4% of the Administrative Program Team were 46 years or older, as compared to only 27.2% of the paraprofessionals and 26.3% of the County Extension Agents being in that age category.

Education. The Regional Extension Supervisors all held at least a Master's degree; one had a doctorate. Fifty percent of the paraprofessionals did not have a college degree, whereas 75.8% of the County Extension Directors, 96.4% of the Extension Specialists, and 86.8% of the Administrative Program Team held at least a Master's degree. Further, only 1.6% of the paraprofessionals, 3.9% of the County Extension Agents, and 4.8% of the County Extension Directors held degrees beyond the Master's degree level, as compared

to 79.5% of the Extension Specialists and 49.4% of the Administrative Program Team.

Years in the Cooperative Extension Service. Years employed by the Cooperative Extension Service was greatest among County Extension Directors, with 50% having worked in Extension for 16 or more years, as compared with only 8% of the paraprofessionals, 25% of the County Extension Agents, 36.1% of the Extension Specialists, and 31.5% of the Administrative Program Team having had that amount of experience. Paraprofessionals (36.8%), County Extension Agents (37.6%), and Extension Specialists (20.5%) represent the three respondent groups with the largest percentages of staff being employed by the CES for five years or less, as compared to 8.1% of the County Extension Directors and 13.2% of the Administrative Program Team. The Regional Extension Supervisors had been employed for at least 11 years.

Time in present position. The majority of the respondents, with the exception of Extension Specialists, had been employed in their present position for ten years or less, with 50% of the Administrative Program Team, 39.2% of the paraprofessionals, 37.8% of the County Extension Agents, and 33.9% of the County Extension Directors all indicating they had been employed in their present position for five years or less. Fifty-four percent of the Extension Specialists indicated they had been employed in their present position for 11 years or more.

Geographic location. Distribution of county-position-group respondents throughout the six regions was unequal, with most of the

paraprofessionals being found in the Southeast, Southwest, and West Central regions, which represent more than 50% of the respondent group, as compared to 23.2% coming from the other three regions. Likewise, the majority of Extension Agents (57.9%) also came from these same three regions, as compared with 36.8% coming from the Upper Peninsula, North, and East Central regions. The majority of County Extension Director respondents came from the Upper Peninsula, North, and East Central regions, where there are fewer Extension agents and paraprofessionals.

Amount of contact with Regional Extension Supervisors.

Seventy-four percent of the County Extension Directors and 60.5% of the Administrative Program Team indicated they were in contact with Regional Extension Supervisors at least 1-2 times per month, as compared to 71.2% of the paraprofessionals, 59.3% of the County Extension Agents, and 88% of the Extension Specialists indicating they were in contact with the Regional Extension Supervisors 1-2 times per quarter or less. More than 20% of the paraprofessionals and 17% of the Extension Specialists indicated they had no contact at all with Regional Extension Supervisors.

Type of contact with Regional Extension Supervisors. Face-to-face meetings, letters, and telephone calls throughout the year were reported by 80.3% of the County Extension Agents, 83.9% of the County Extension Directors, and 60.5% of the Administrative Program Team as being the normal type of contact they had with Regional Extension Supervisors. Fifty-six percent of the paraprofessionals,

42.4% of the Extension Specialists, and 29% of the Administrative Program Team indicated they had little or no contact with Regional Extension Supervisors other than by occasional contact at meetings.

Administrative responsibility. The majority of paraprofessionals, County Extension Agents, and Extension Specialists indicated they spent no time administering Extension staff or programs, as viewed by the 70.4% nonresponse rate for paraprofessionals, 42.1% nonresponse rate for County Extension Agents, and 50.6% nonresponse rate for Extension Specialists. The majority of the County Extension Directors indicated they spent 41-60% of their time on administration, as compared to 42.1% of the Administrative Program Team and 100% of the Regional Extension Supervisors indicating they spent at least 60% of their time administering Extension staff or programs.

Size of county staff. Paraprofessionals were equally divided between counties with nine or fewer staff and ten or more staff. The majority of County Extension Agents (54.6%) and County Extension Directors (71.2%) represented counties of ten or fewer staff members, with four to nine staff members being most common and 16 or more staff members least common among all three respondent groups.

Findings Resulting From the Analysis of  
the Different Expectations of the Regional  
Extension Supervisor's Administrative Role  
as It Is Currently Being Performed

1. Significant differences were found in the perceived level of responsibility held for the various administrative functions in the Regional Extension Supervisor's position as it is currently

being performed by all respondent groups except the Regional Extension Supervisor group.

a. The total respondent group considered the personnel management function (2.99) as having the highest level of Regional Extension Supervisor involvement as the position is currently being performed. The other administrative functions continued in the following rank order, as determined by their decreasing mean scores: administration and policy (2.95), Extension programming (2.87), program evaluation and accountability (2.76), staff orientation and development (2.55), program development (2.54), public relations (2.26), and budgeting and financing (2.24). The personnel management, administration and policy, and Extension programming functions were perceived to be shared responsibilities of the Regional Extension Supervisor's position as it is currently being performed. Regional Extension Supervisors were perceived to have less than a shared responsibility but more than a minor responsibility for the program evaluation and accountability, staff orientation and development, and program development functions. The public relations and budgeting and financing functions were seen to be a minor responsibility of the position as it is currently being performed.

b. Although there was no consensus within the six position groups, except for the Supervisors, with respect to the importance of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed, the

Regional Extension Supervisors were consistently perceived by all respondent groups to have a higher level of responsibility for carrying out the personnel management and the administration and policy functions than they did for carrying out the other six administrative functions.

2. The Extension programming function had four different rankings by the six respondent groups. This represented the number of different rankings for any of the eight administrative functions. Each of the seven other administrative functions of the Regional Extension Supervisor's position as it is currently being performed had three different rankings.

3. Significant differences were found in the consensus within each position group on the perceived expectations of the Regional Extension Supervisor's administrative role as it is currently being performed for all of the administrative functions except the public relations function.

a. The County Extension Director group showed the most consensus, although their differences were significant, within their group as seen by none of the 114 role-definition items having a standard deviation of 1.00 or greater.

b. The paraprofessional group demonstrated the most role conflict within their group, as viewed by 85 of the 114 role-definition items having standard deviations of 1.00 or greater.

c. County Extension Agents (11 of the 114 role items), Extension Specialists (9 of the 114 role items), and the Administrative Program Team (5 of the 114 role items) demonstrated more consensus

within their respective groups, although significant differences were observed within each group, than was seen within the paraprofessional group, as viewed by their fewer number of items with standard deviations of 1.00 or greater.

4. Significant differences were found between the Regional Extension Supervisor group and the other respondent groups on seven of the eight administrative functions as they are currently being performed. The Extension programming function was the only administrative function that did not meet the predetermined .01 level of significance.

a. The Regional Extension Supervisors had the greatest differences with paraprofessionals and County Extension Agents on the program evaluation and accountability function and the staff orientation and development function. The Supervisors perceived themselves as having a shared responsibility for those administrative functions, whereas the paraprofessionals and County Extension Agents perceived them as performing the functions with less than a shared responsibility.

b. Extension Specialists had the greatest differences with County Extension Agents on the program evaluation and accountability function, the program development function, the public relations function, and the budgeting and financing function. The Extension Specialists perceived the Supervisors as having less than a shared responsibility but more than a minor responsibility for those items, as compared to the County Extension Agents' perceptions that

Supervisors have little more than a minor responsibility as the position is currently being performed.

c. County Extension Directors had the greatest differences with Regional Extension Supervisors on the administration and policy function, the Extension programming function, the program evaluation and accountability function, the staff orientation and development function, and the program development function. They also had the greatest differences with the Extension Specialists on three of the eight administrative functions. The County Extension Directors perceived the Supervisors as performing the functions with a lower level of responsibility than did the Supervisors and the Extension Specialists.

d. The paraprofessionals had the greatest differences with the Extension Specialists on the personnel management function, the program evaluation and accountability function, the staff orientation and development function, and the program development function. They also showed great differences with the Regional Extension Supervisors on four of the eight administrative functions. The paraprofessionals perceived the Supervisors as performing the functions with a lower level of responsibility than did the Supervisors or the Extension Specialists.



Findings Resulting From the Analysis  
of Ten Independent Variables of the  
Respondent Groups as the Regional  
Extension Supervisor's Position Is  
Currently Being Performed in Michigan

1. A measurable association was found between the respondents' gender and three of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed in Michigan. Male and female respondents held different perceptions regarding the following three administrative functions: staff orientation and development, personnel management, and administration and policy. The female respondents' mean scores for the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed were consistently lower than those of the male respondents.

2. A measurable association was found between the respondents' age and four of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed. Respondents' age was a factor in the perceptions being held regarding the following four administrative functions: personnel management, staff orientation and development, program development, and Extension programming. Respondents over the age of 46 consistently perceived the Regional Extension Supervisors as having a higher level of responsibility for the personnel management, staff orientation and development, and program development functions of their position than did the younger age groups. The 36-45 year age group perceived Supervisors as having a lower level of responsibility than the other respondent groups for the program

development function as compared to the under-26 age group, which perceived the Supervisors as having a much higher level of responsibility for the public relations and budgeting and financing functions.

3. A significant difference was found in the views of the respondents in relationship to their formal education with respect to five of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed. The five administrative functions with a measurable association were personnel management, staff orientation and development, program development, public relations, and budgeting and financing. The respondents with Bachelor's degrees or less consistently perceived Regional Extension Supervisors as having less than a shared responsibility for all eight administrative functions, whereas the respondents holding Doctor's degrees perceived the Supervisors as having a shared responsibility for all but two of the eight administrative functions.

4. A measurable association was found between the respondents' length of service in the Cooperative Extension Service and the staff orientation and development function as it is currently being performed in Michigan. No significant difference was found between the respondents' length of service in the CES with respect to the other seven administrative functions of the Regional Extension Supervisor's administrative role as it is currently being performed. Respondents with less than five years with the CES viewed the

Regional Extension Supervisor's involvement with the staff orientation and development function as being a minor responsibility of the position, whereas those with 16-20 years of service and those with more than 20 years viewed Supervisors as having more than a minor responsibility but less than a shared responsibility.

5. No significant differences were found in respondents' views with respect to the number of years in their present position and the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed in Michigan.

6. A measurable association was found between the respondents' regional/campus affiliation and six of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed in Michigan. The six administrative functions with a significance level greater than .01 were personnel management, staff orientation and development, program development, program evaluation and accountability, public relations, and budgeting and financing. The campus-based respondents and those from the Upper Peninsula and West Central regions perceived the Regional Extension Supervisors as having a shared responsibility with regard to the personnel management administrative function as it is currently being performed, as compared to the other respondent groups, who perceived them as having less than a shared responsibility. The campus-based respondent group perceived the Supervisors as having a shared responsibility on the staff orientation and development function, the respondents from the West

Central region perceived them as having more than a minor responsibility but less than a shared responsibility, and all the other respondent groups indicated the Regional Extension Supervisor's involvement on that particular function was closer to a minor responsibility. The respondents from the North and Southwest regions perceived the Supervisors as having a minor responsibility for the program development function, as compared to all the other respondent groups perceiving their involvement to be more than minor but less than shared. The campus-based respondents and those from the West Central region indicated a higher level of Supervisor involvement on the program evaluation and accountability function than did the other respondent groups. The campus-based respondents and those from the Upper Peninsula region perceived Supervisors as having more than a minor responsibility but less than a shared responsibility for the public relations function, as compared to the minor responsibility viewed by the other respondent groups. The campus-based respondents and those from the Southeast region perceived Supervisors as having more than a minor but less than a shared responsibility for the budgeting and financing function, as compared with the other groups' perception that they have a minor responsibility for that function.

7. No significant differences were observed between the size of county staff and the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed in Michigan. However, the budgeting and financing

function came close to being significant, with a .0143 level of significance. Respondents from counties with 10-15 staff members perceived the Supervisors as performing the budgeting and financing function with more than a minor responsibility, as compared to the other five respondent groups' perceptions that Supervisors have a minor responsibility for carrying out that particular function.

8. A significant difference was found on three of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed as it relates to the normal amount of contact the respondents had with Regional Extension Supervisors. The three administrative functions showing a measurable association with respect to the normal amount of contact with the Regional Extension Supervisor's position were Extension programming, administration and policy, and budgeting and financing. Respondents who were in contact with Regional Extension Supervisors 1-2 times per week and those who were in contact more than twice a week perceived the Supervisors as having a shared responsibility for the Extension programming function, whereas the other respondent groups who were less often in contact with the position perceived the Supervisors as having less than a shared responsibility but more than a minor responsibility for that function. The Supervisors were also perceived as having a shared responsibility for the administration and policy function by those respondents who were in contact with the position at least once a week, as compared with having less than a shared responsibility but more than a minor responsibility by those who had less contact with the position.

Respondents who had no contact with the position and those who had contact at least once a week indicated that Supervisors have more than a minor responsibility but less than a shared responsibility for the budgeting and financing function, as compared with the other respondents' perceptions that they have a minor responsibility with respect to that administrative function.

9. A measurable association was found between the type of contact the respondents had with Regional Extension Supervisors with respect to three of the eight administrative functions of the Regional Extension Supervisor's position as it is currently being performed. The three administrative functions with a .01 level of significance were administration and policy, public relations, and budgeting and financing. Respondents who were in contact with the Regional Extension Supervisors in a variety of ways perceived the Supervisors as having a shared responsibility for the administration and policy function, as compared with the respondents who indicated they had little or no contact with the position perceiving their involvement being less than shared but more than minor with respect to that particular function. Individuals who came in contact with the Supervisors in a variety of ways and those who received letters and telephone calls from the Regional Extension Supervisors perceived the Supervisors' involvement in the public relations function as being a minor responsibility of the position, as compared to the respondents who came in contact with the position occasionally at meetings or events and those who had little or no

contact with the position perceiving the Supervisors as having more than a minor responsibility but less than a shared responsibility for that administrative function. The Regional Extension Supervisors' involvement with the budgeting and financing function was seen by those who received letters only as being a shared responsibility, those who had little or no contact with the position perceived the Supervisors as having less than a shared responsibility but more than a minor responsibility, and respondents who came in contact with the position in a variety of ways and those who had contact with the position primarily through letters and telephone calls saw the Supervisors as having only a minor role with respect to that administrative function.

10. No significant difference was found between the percentage of time the respondents spent administering Extension staff or programs and the eight administrative functions of the Regional Extension Supervisor's position as it currently being performed in Michigan.

Findings Resulting From the Analysis of  
the Different Expectations of the Regional  
Extension Supervisor's Administrative Role  
as It Should Be Performed in Michigan

1. Significant differences were found in the perceived level of responsibility held for the various administrative functions in the Regional Extension Supervisor's position as it should be performed in Michigan by all the respondent groups except for the Regional Extension Supervisor group.

a. The total group considered the personnel management (3.28) and Extension programming (3.27) functions as having the highest level of Regional Extension Supervisor involvement as the position should be performed. The other administrative functions continued in the following rank order, as determined by decreasing mean scores: administration and policy (3.17), staff orientation and development (3.07), program evaluation and accountability (3.05), program development (2.95), public relations (2.61), and budgeting and financing (2.59). The personnel management, Extension programming, administration and policy, staff orientation and development, program evaluation and accountability, and program development functions were considered to be shared responsibilities of the Regional Extension Supervisor's position as it should be performed. Regional Extension Supervisors were perceived to have less than a shared responsibility but more than a minor responsibility for the public relations and budgeting and financing functions of their position.

b. Although there was no consensus within the respondent groups with respect to the levels of importance of the eight administrative functions, the personnel management function, the Extension programming function, and the administration and policy function were consistently ranked higher than the other administrative functions, and the public relations function and the budgeting and financing function were consistently ranked lower.

2. The administration and policy function had four different rankings by the six respondent groups. This represented the number



of different rankings for any of the eight administrative functions. Each of four of the eight administrative functions had three different rankings.

3. Significant differences were found in the consensus within each position group on the perceived expectations of the Regional Extension Supervisor's administrative role as it should be performed for four of the eight administrative functions. The four functions meeting the predetermined .01 level of significance were personnel management, Extension programming, administration and policy, and budgeting and financing.

a. The Extension Specialist (31 items) and the paraprofessional (30 items) groups had the greatest number of role-definition items with standard deviations of 1.00 or greater.

b. There was more consensus in the perceptions of the paraprofessionals and the Regional Extension Supervisors concerning what the position should be as compared with their perceptions of how the position is currently being performed, as observed by 55 fewer items for the paraprofessionals (85 items with a standard deviation of 1.00 or greater as the position was perceived to be currently) and 7 fewer items for the Regional Extension Supervisors (10 with a standard deviation of 1.00 or greater as the position was perceived to be currently) having a standard deviation of 1.00 or greater.

c. The other respondent groups all showed less consensus as to how the position should be performed as compared with how they

perceived the position is currently being performed, as indicated by the increased number of role items with a 1.00 or greater standard deviation.

4. Significant differences were found between the Regional Extension Supervisor group and the other respondent groups on three of the eight administrative functions as the position should be performed.

a. Regional Extension Supervisors had the greatest differences with County Extension Directors on the public relations function and the budgeting and financing function and with County Extension Agents on the program development function. The Regional Extension Supervisors viewed their position as having nearly a shared responsibility for both the public relations and the budgeting and financing functions, as compared to the County Extension Directors' perceptions that they should have more than a minor role but less than a shared role for those two administrative functions. The Regional Extension Supervisors perceived themselves as having more than a shared responsibility for the program development function, as compared to the County Extension Agents perceiving them as having less than a shared responsibility for that particular function.

b. The County Extension Agents, County Extension Directors, Extension Specialists, and the Administrative Program Team all had the greatest differences with paraprofessionals on the public relations function and the budgeting and financing function and with the Regional Extension Supervisors on the program development function. The paraprofessionals perceived that Supervisors should

have a shared responsibility for both the public relations and the budgeting and financing functions, as compared to the other respondent groups perceiving that the Supervisors should have less than a shared responsibility for those two administrative functions. The County Extension Agents and the County Extension Directors perceived that the Supervisors should have less than a shared responsibility for the program development function, and the Extension Specialists and the Administrative Program Team perceived they should have a shared responsibility, as compared with the Regional Extension Supervisors' perception that they should have more than a shared responsibility for carrying out that administrative function.

Findings Resulting From the Analysis  
of Ten Independent Variables of the  
Respondent Groups as the Regional  
Extension Supervisor's Position  
Should Be Performed in Michigan

1. A measurable association was found between the respondents' gender and the budgeting and financing function of the Regional Extension Supervisor's position as it should be performed in Michigan. The female respondents perceived the Supervisors as having more responsibility for that function than did the male respondents. However, the mean response scores for six of the eight administrative functions as the position should be performed were higher for the female than for the male respondents. Male and female respondents held different perceptions as to the level of Regional Extension Supervisor involvement with respect to only one

of the administrative functions as the position should be performed, as compared to having significant differences on three of the administrative functions as the position is currently being performed.

2. A measurable association was found between the respondents' age and the personnel management function of the Regional Extension Supervisor's position as it should be performed in Michigan. The 26-35 year age group, the 46-55 year age group, and the 56 year and older age group perceived the Supervisors to have a higher level of involvement with respect to the personnel management function of their position than did the under-26 year age group and the 36-45 year age group. However, all groups perceived them to have a shared responsibility for that function. Respondents' age was a factor in the perceptions being held regarding only one of the administrative functions as the position should be performed, as compared to being a significant factor with respect to four of the eight administrative functions as the position is currently being performed.

3. A significant difference was found in the views of the respondents in relationship to their formal education with respect to the public relations and the budgeting and financing functions of the Regional Extension Supervisor's position as it should be performed in Michigan. The greatest difference on the public relations function was found between the Master's group (2.45) perceiving the position to have more than a minor responsibility but

less than a shared responsibility for that particular administrative function, and the respondents with less than a B.S. degree (3.07) perceiving Supervisors as having a shared responsibility in carrying out that function. The respondents with Bachelor's degrees (2.49) and those with Doctor's degrees (2.49) viewed the Regional Extension Supervisor's role in the budgeting and financing function as being more than a minor responsibility but less than a shared responsibility, as compared to the respondents with less than a B.S. degree (3.11) and those with a Specialist's degree perceiving them as having a shared responsibility for that administrative function. Respondents' level of education was a factor in perceptions being held regarding two of the eight administrative functions as the position should be performed, as compared to being a significant factor with respect to five of the eight administrative functions as the position is currently being performed.

4. A measurable association was found between the respondents' length of service in the Cooperative Extension Service and the staff orientation and development function as the position should be performed in Michigan. This was identical to the observed outcome as the position is currently being performed. Respondents with 1-5 years (2.91) and 11-15 years (2.96) of service with the Extension Service both perceived Regional Extension Supervisors as having less than a shared responsibility for the staff orientation and development function, as compared to the respondents with less than 1 year (3.08), those with 6-10 years (3.13), and those with 16-20

years (3.21) of service perceiving the Supervisors as having more than a shared responsibility for that administrative function.

5. No significant differences were found in the views of the respondents with respect to the number of years in their present position and the eight administrative functions of the Regional Extension Supervisor's position as it should be performed in Michigan. This outcome was identical to that observed when looking at the position as it is currently being performed.

6. A measurable association was found between the respondents' region/campus affiliation and three of the eight administrative functions of the Regional Extension Supervisor's position as it should be performed in Michigan. The three administrative functions with a significance level greater than .01 were personnel management, program development, and public relations. This was down from six of the eight administrative functions being significant as the position is currently being performed. The respondents from the Upper Peninsula region (3.55) indicated the highest level of Supervisor involvement with respect to the personnel management function, as compared to the lowest level being perceived by respondents from the Southwest (3.13), West Central (3.18), and Southwest (3.20) regions. However, all six respondent groups perceived the Supervisors as having at least a shared responsibility for that function. The campus-based respondent group (3.08) and the respondents from the Upper Peninsula region (3.08) indicated that Regional Extension Supervisors should have a shared responsibility with respect to the program development function,

whereas respondents from the Southwest (2.81) and Southeast (2.83) regions indicated that Supervisors should have less than a shared responsibility for that particular administrative function. The Regional Extension Supervisor's involvement in the public relations function was perceived to be nearly a shared responsibility by the Upper Peninsula (2.85) and the North (2.83) region respondents, as compared to the respondents from the Southwest (2.38) and West Central (2.42) regions indicating they should have little more than a minor role with respect to that administrative function.

7. Significant differences were found between the size of county staff and three of the eight administrative functions of the Regional Extension Supervisor's position as it should be performed in Michigan. The three administrative functions with a significance level greater than .01 were personnel management, staff orientation and development, and administration and policy. This was up from none of the administrative functions being significant as the position is currently being performed. Respondents from counties with more than 10 professional and paraprofessional staff members consistently indicated that Regional Extension Supervisors should have less responsibility on the administrative functions than did respondents from counties with fewer than 10 staff members. Counties with 3 or fewer staff members (3.37) and those with 4-9 staff members (3.32) perceived the Regional Extension Supervisors as having more than a shared responsibility but less than a major responsibility for the personnel management function, as compared

with the larger-size counties perceiving the Supervisors' responsibility as being a shared one. Regional Extension Supervisors' responsibility for the staff orientation and development function was seen to be a shared responsibility by respondents from counties with 4-9 staff members (3.09) and counties with 3 or fewer staff members (3.03), as compared to those from counties with 22 or more staff members (2.92) and 10-15 staff members (2.76) perceiving their involvement to be less than a shared responsibility. Likewise, respondents from counties with 16-21 staff members (2.92) and those with 21 or more staff members (2.94) perceived the Supervisors as having less than a shared responsibility for the administration and policy function, as compared with those from counties with fewer than 3 staff members (3.30) and with 4-6 staff members (3.25) perceiving their involvement to be more than a shared responsibility for that particular administrative function.

8. A measurable association was found between the normal amount of contact the respondents had with Regional Extension Supervisors and the budgeting and financing function of the Regional Extension Supervisor's position as it should be performed in Michigan. This was down from three administrative functions being significant as the position is currently being performed. Respondents who were in contact with Regional Extension Supervisors 1-2 times per month (2.41) and those in contact with Supervisors 1-2 times per quarter (2.57) indicated that Supervisors should have more than a minor responsibility but less than a shared responsibility



for the budgeting and financing function, as compared to the respondents who had no contact with the position perceiving the Supervisors' responsibility as being closer to a shared responsibility for carrying out that particular administrative function.

9. A measurable association was found between the type of contact the respondents had with Regional Extension Supervisors with respect to two of the eight administrative functions of the Regional Extension Supervisor's position as it should be performed in Michigan. The two administrative functions with a .01 level of significance were public relations and budgeting and financing. This was down from three of the administrative functions being significant as the position is currently being performed. Respondents who had contact with the position of Regional Extension Supervisor in a variety of ways (2.49) and by letters and telephone calls throughout the year (2.59) rated the Regional Extension Supervisor's involvement with the public relations function of the position to be less than a shared responsibility, as compared to those respondent groups who had contact by letters only (2.99), by telephone calls only (3.38), by contact at meetings or events (2.77), and those who had little or no contact with the position (2.97) perceiving the Supervisor's involvement to be a shared responsibility. Likewise, the respondents who had contact with the Regional Extension Supervisor's position through a variety of ways (2.47) and by letters and telephone calls throughout the year (2.51) perceived the Supervisor's involvement with respect to the budgeting

and financing function to be one whole category lower than the other respondent groups who had contact with the position only through letters (3.41) or telephone calls (3.67).

10. No significant difference was found between the percentage of time the respondents spent administering Extension staff or programs and the eight administrative functions of the Regional Extension Supervisor's position as it should be performed in Michigan. This was in agreement with the findings concerning the Regional Extension Supervisor's position as it is currently being performed.

Findings Resulting From the Analysis of  
the Different Expectations of the Regional  
Extension Supervisor's Administrative Role  
as It Is Currently Being Performed and as  
It Should Be Performed in Michigan

1. The staff orientation and development function of the Regional Extension Supervisor's position was seen by four of the six respondent groups (paraprofessionals, County Extension Agents, County Extension Directors, and the Administrative Program Team) as being the administrative function that had the greatest difference between how the position was perceived to be currently performed and how it should be performed in Michigan. The respondents perceived that Supervisors should have at least a shared responsibility for carrying out that particular administrative function, as compared to their perceptions that Supervisors are currently performing the function with less than a shared responsibility but more than a minor responsibility.

a. The Extension Specialists showed the greatest difference between how the position was perceived to be currently performed and how it should be performed on the Extension programming function. They perceived the Supervisors currently performing the function with less than a shared responsibility (mean score less than 3.00), as compared to performing the function with more than a shared responsibility (mean score greater than 3.00) as the position should be performed.

b. The Regional Extension Supervisors showed the greatest difference between how the position was perceived to be currently performed and how it should be performed on the budgeting and financing function. They perceived they were currently performing the function with less than a shared responsibility (mean score less than 3.00), as compared to their perceptions that the position should have more than a shared responsibility (mean score greater than 3.00) for carrying out that particular administrative function.

2. The administration and policy function of the Regional Extension Supervisor's position was seen by the paraprofessionals, the County Extension Agents, the County Extension Directors, and the Administrative Program Team as being the administrative function with the least difference between how the position was perceived to be currently performed and how it should be performed in Michigan. However, the paraprofessionals and the County Extension Agents viewed the Supervisors as currently performing the function with less than a shared responsibility, whereas the County Extension Directors and the Administrative Program Team perceived them as

currently performing the function as a shared responsibility. All agreed, however, that Supervisors should be performing the function with at least a shared responsibility.

a. Extension Specialists showed the least difference between how the position was perceived to be currently performed and how it should be performed on the budgeting and financing administrative function. In both cases they perceived the Supervisors as having less than a shared responsibility but more than a minor responsibility for carrying out that particular function.

b. The Regional Extension Supervisors, on the other hand, showed the least difference between how the position was perceived to be currently performed and how it should be performed on both the personnel management and program development functions. In the case of their involvement in the personnel management function, they perceived the position as having more than a shared responsibility but less than a major responsibility as the position is currently being performed and as it should be performed. They perceived that the position had nearly a shared responsibility for carrying out the program development function, both as it is currently performed and as it should be performed.

6. Significant differences were found for all eight of the administrative functions of the Regional Extension Supervisor's position when the perceptions of the total respondent group were analyzed with respect to what the Regional Extension Supervisor's position is currently as compared to what the position should be.

a. Only two of the six respondent groups did not significantly increase the amount of responsibility Regional Extension Supervisors should have for carrying out the eight administrative functions of their position as compared with how they perceived the position to be currently performed. They were as follows: the Extension Specialist group had four of the eight administrative functions (personnel management, staff orientation and development, program evaluation and accountability, and administration and policy) with p-values greater than .01, and the Regional Extension Supervisors had p-values greater than the predetermined .01 level on all eight administrative functions.

Findings Regarding the Most Important Skills That Individuals in the Position of Regional Extension Supervisor Should Possess and the Most Important Tasks They Should Perform

1. Six skills were identified by all respondent groups as being important for individuals in the position of Regional Extension Supervisor to possess. They were communication skills (written and oral), human relations skills (people skills), leadership/administrative skills, knowledge of the CES, listening skills (empathy for others), and good personnel-management skills.

a. County Extension Agents thought that Regional Extension Supervisors should be visionary thinkers for the region.

b. Field experience was identified by County Extension Directors and Extension Specialists as being essential for

individuals in the Regional Extension Supervisor's position to possess.

c. Paraprofessionals, the Extension Specialists, and the Administrative Program Team all thought that Regional Extension Supervisors need to possess good organizational skills.

2. Seven tasks were identified by all respondent groups as being important tasks for the Regional Extension Supervisors to perform. They were liaison between campus and the region, staff appraisal and evaluation within the region, staff development and training, personnel management in the region, program-development assistance, motivator/morale builder for the region, and promoter of cross-discipline programming and teamwork in the region.

a. Paraprofessionals, County Extension Directors, Extension Specialists, and the Administrative Program Team/Regional Extension Supervisors identified staff support as an important task of the Regional Extension Supervisor's position.

b. County Extension Agents, County Extension Directors, and the Administrative Program Team/Regional Extension Supervisors identified guidance and counseling of staff in the region as an important task of the Regional Extension Supervisor's position.

c. County Extension Agents, County Extension Directors, and the Extension Specialists identified conflict management/problem solving within the region as an important aspect of the Regional Extension Supervisor's position.

d. The paraprofessionals and the Extension Specialists thought that regional coordination was an important task of the Regional

Extension Supervisor's position, whereas the Administrative Program Team/Regional Extension Supervisors expressed program evaluation as being important.

e. Four of the respondent groups identified that Regional Extension Supervisors need to spend more time in the region. However, the County Extension Agents were the only respondent group to rank this in the top ten.

### Conclusions

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

### Characteristics of the Respondents

1. More than 70% of the Regional Extension Supervisors, the County Extension Directors, and the Extension Specialists were male, whereas only 3.2% of the respondents from the paraprofessional level within the Extension organization were male. The data indicate the lack of administrative and paraprofessional staff at the county level that is reflective of the population being served. This was in agreement with Harrison's (1984) findings relative to the study of the County Extension Director position in Michigan. Likewise, the percentage of Extension Specialists who are male was not reflective of the population being served.

2. More than three-fifths of the County Extension Agents and three-fourths of the County Extension Directors possessed a Master's degree, whereas only 20% of the paraprofessionals held at least a

Bachelor's degree. The data indicate that a substantial number of Extension employees (paraprofessionals, County Extension Agents, and County Extension Directors) in Michigan had not attained a Master's degree, which is the entry-level degree required by the majority of the other states in the North Central region (Artabasy, 1991). These differences in the level of formal education also indicate the need for Regional Extension Supervisors to be able to communicate with individuals with varying levels of formal education.

3. Most of the respondents had been employed with the Cooperative Extension Service for five years or more. A significant number, more than one-third of the paraprofessionals, one-fourth of the County Extension Agents, and one-fifth of the Extension Specialists, had been employed fewer than five years. The data indicate the need for Regional Extension Supervisors to place increased emphasis on the staff orientation and development function of their positions, as seen by that particular administrative function being identified as the function for which the Supervisors should increase their level of responsibility the most from what it was perceived to be currently.

4. The amount and type of contact the various respondent groups had with the position of Regional Extension Supervisor was quite varied. The majority of paraprofessionals, County Extension Agents, and Extension Specialists reported they were in contact with Regional Extension Supervisors one to two times per quarter or less, with a significant number of the paraprofessionals and the Extension Specialists indicating they had little or no contact with the



position other than at occasional meetings. The data indicate a need for Regional Extension Supervisors to spend more time in the counties visiting field staff to observe and become familiar with their programming efforts (4th-ranked item out of 114 role-definition items) and also to establish an organized method for interacting and communicating with the paraprofessional and Extension Specialist positions within the Extension organization.

Expectations of the Regional  
Extension Supervisor's  
Administrative Role

1. The Regional Extension Supervisors were seen as having at least a shared responsibility for five of the administrative functions and a minor responsibility, as the position should be performed, in all eight of the administrative functions studied. This was increased from none of the administrative functions being considered a shared responsibility of the position as it is currently perceived to be functioning in Michigan. However, emphasis was placed on the administrative functions of the Regional Extension Supervisor's role, as it should be performed, in the following order: personnel management, Extension programming, administration and policy, staff orientation and development, program evaluation and accountability, program development, public relations, and budgeting and financing.

2. The public relations administrative function was the only one showing role consensus within the groups as the position is currently being performed. There was lack of consensus within the

respondent groups for the other seven administrative functions as the position was currently being performed. In contrast, role consensus within the six position groups was present on four of the eight administrative functions as the position should be performed. The four functions showing role consensus were personnel management, program evaluation and accountability, administration and policy, and budgeting and financing. The functions that had a lack of consensus within the respondent groups were staff orientation and development, Extension programming, program development, and public relations. The data indicate a higher level of consensus within the position groups as the Supervisor's position should be performed, as compared with how it was perceived the role is currently being performed.

3. The Extension programming administrative function was the only one showing role consensus among the respondent groups as the position was currently being performed. There was lack of consensus among the respondent groups for the other seven administrative functions as the position should be performed. In contrast, role consensus among the six position groups was present on five of the eight administrative functions as the position should be performed. The five functions showing role consensus among groups were personnel management, staff orientation and development, Extension programming, program evaluation and accountability, and administration and policy. The functions that had a lack of consensus among groups were program development, public relations,

and budgeting and financing. The data indicate a higher level of role consensus among the position groups as the Supervisor's position should be performed as compared with how it was perceived the position is currently being performed. However, there was still a lack of consensus among the groups with regard to three of the eight administrative functions.

4. The lack of role consensus that was observed both within and among groups, as it related to the position of Regional Extension Supervisor as it was perceived to be currently performed, may have been associated with the significant differences that were seen with respect to the gender of the respondents, their age, their level of formal education, the length of service they had with the Cooperative Extension Service, their region/campus affiliation, and/or the amount and type of contact they had with the position of Regional Extension Supervisor.

5. The lack of role consensus that was observed both within and among groups, as it related to the position of Regional Extension Supervisor as it was perceived the position should be performed, may have been associated with the significant differences that were seen with respect to the gender of the respondents, their age, their level of formal education, the length of service they had with the Cooperative Extension Service, their region/campus affiliation, the amount and type of contact they had with the position of Regional Extension Supervisor, and the size of their county staff.

6. The majority of the administrative functions of the Regional Extension Supervisor's position (67 of the 114 role items),

as it should be performed, were perceived to be a shared responsibility of the position. The data indicate that incumbents in the position of Regional Extension Supervisor in Michigan have a built-in role conflict as it relates to the other counter-positions within the Extension organization that are also perceived to have a similarly shared responsibility for carrying out the various role items involved in this study. Likewise, the data indicate a perceived lack of decentralized decision making within the organization with respect to the 114 role-definition items involved in this study, as viewed by the number of role items perceived to be a shared responsibility of the position. This was in conflict with the organizational theory that prescribes letting decisions be made at the level in the organization most closely associated with the problems, clientele, and the work itself in order that action can be taken more quickly.

#### Recommendations

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

1. The Michigan Cooperative Extension Service should continue to plan and conduct an active Affirmative Action program to provide the opportunity for women to assume administrative roles in the Extension organization at the county, regional, and state levels. Likewise, efforts should continue to be made to improve the imbalance between the number of women holding paraprofessional

positions as compared to men holding this same status level in the organization.

2. To increase the level of role consensus within the Extension organization in Michigan, the current organizational structure should be evaluated and the position descriptions for County Extension Directors, Regional Extension Supervisors, Assistant Directors, and Associate Directors should be reevaluated in order to eliminate the duplication of tasks, as well as to clearly provide authority with the delegated responsibilities of the various administrative positions within the Extension organization. This information must then be communicated effectively to all positions within the Extension organization. Respondents in this study perceived the responsibility for the majority of role-definition items as being shared equally. When everyone is responsible for a task, no one is really responsible.

3. Increased efforts need to be made by Regional Extension Supervisors to keep in contact with personnel in all the counter-positions identified within the Extension organization. Likewise, Regional Extension Supervisors need to identify ways of spending more time in the counties with all staff and not just "board-appointed" staff, in order to minimize the extent of role conflict currently existing within those two positions.

4. Special consideration needs to be given by Regional Extension Supervisors for the staff orientation and development function of their position. The respondents in this study thought this was the administrative function of the Regional Extension

Supervisor's position that deserved the most change in responsibility from what was perceived to be currently performed to what should be performed in Michigan. However, the Supervisors were perceived to have more responsibility for the personnel management, Extension programming, and administration and policy functions of their position as it should be performed.

5. A system should be developed within the Extension organization that would continually highlight and acknowledge the role responsibilities of the various positions within the organization. This would provide a mechanism for assisting staff in better understanding the roles and responsibilities of the personnel in the various positions that make up the Extension organization in Michigan and also provide a favorable climate for resolving differences that might exist between the perceptions being held for the various positions within the Extension organization.

6. A training program should be developed for prospective and new middle managers in Michigan that would include training in the following administrative functions: personnel management, Extension programming, administration and policy, staff orientation and development, program evaluation and accountability, program development, public relations, and budgeting and financing.

7. A system should be developed as a part of the staff-development program that would provide Extension staff with easy access to graduate and undergraduate courses applicable to a formal educational program in order to bring Michigan Extension workers up

to the entry-level formal education requirements of the majority of the other states in the North Central region.

Recommendations for  
Additional Research

1. Research should be conducted to identify the administrative position within the Michigan Extension organization that is most responsible for each of the 114 administrative role-definition items investigated in this study.

2. Research should be conducted in Michigan to investigate the perceptions held by paraprofessionals with respect to their specific positions within the Extension organization.

3. Research should be conducted to identify the perceptions being held by the Extension staff with respect to the other administrative positions in the Extension organization in Michigan.

4. Research should be conducted to investigate the advantages and disadvantages of the various organizational structures currently in place in other Extension organizations throughout the North Central region and/or the United States. This would also include an investigation of the administrative reporting process for which Extension is responsible in the various universities.

5. Further research needs to be conducted in Michigan on each of the various administrative functions of the Regional Extension Supervisor's position (especially the staff orientation and development function).

6. Research should be conducted in Michigan to determine the level of stress and job satisfaction of the various positions in the

Extension organization (especially as it pertains to staffing changes).

7. Research should be conducted on the effects of interim and acting positions in the Extension organization from the perspective of Extension staff, Extension clientele, and key community leaders (elected officials, commodity groups, and so on).



## APPENDICES

## APPENDIX A

### CORRESPONDENCE

## MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING  
HUMAN SUBJECTS (UCRIHS)  
206 BERKEY HALL  
(517) 353-9738

EAST LANSING • MICHIGAN • 48824-1111

December 9, 1988

IRB# 88-494

Raymond J. Clark  
Cooperative Extension Service  
48 Ag Hall

Dear Mr. Clark:

Subject: "AN ANALYSIS OF THE REGIONAL EXTENSION SUPERVISOR'S  
ROLE IN MICHIGAN'S COOPERATIVE IRB# 88-494"

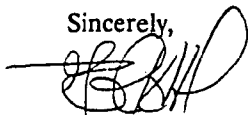
The above project is exempt from full UCRIHS review. I have reviewed the proposed research protocol and find that the rights and welfare of human subjects appear to be protected. You have approval to conduct the research.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval one month prior to December 8, 1989.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to our attention. If we can be of any future help, please do not hesitate to let us know.

Sincerely,



John K. Hudzik, Ph.D.  
Chair, UCRIHS

JKH/sar

cc: D. Meaders



COOPERATIVE EXTENSION SERVICE  
Michigan State University

Director's Office

Agriculture Hall  
East Lansing, Michigan

November 18, 1988

TO: Select Extension Retirees and Former Extension Employees

FROM: Raymond J. Clark *Raymond J. Clark*  
Acting Regional Extension Supervisor

RE: Field Testing Doctoral Questionnaire

The Cooperative Extension Service has throughout the years been noted for opening its doors to both internal and external evaluations. The Regional Extension Supervisor's position within the Michigan Extension organization has received little attention by previous researchers. As part of my doctorate program in the Department of Agriculture and Extension Education at Michigan State University, I'm conducting a current analysis of the Regional Extension Supervisor's administrative role in Michigan. This study is designed to help reduce the ambiguity of the Regional Extension Supervisor's position in order to improve the effectiveness of this middle management position within the Extension organization.

You have been selected to participate in the field testing of this study because you are either a retiree of the organization or a former employee who has recently left the organization. You undoubtedly hold some important opinions regarding the role of the Regional Extension Supervisor as it is currently performed as well as how you perceive it should be performed.

Please take a few minutes to express your opinions regarding the role of the Regional Extension Supervisor by completing the enclosed questionnaire. I would appreciate you recording how long it takes you to complete the survey instrument. Likewise, I would appreciate you indicating any areas of the survey instrument that you feel are unclear as well as identify any responsibilities of the Regional Supervisors position that you feel I have overlooked in the questionnaire.

Thank you in advance for your assistance in field testing my survey instrument. The Regional Extension Supervisor's position is an important administrative position within the Extension organization. Your input will aid in insuring the final survey instrument is as accurate as possible. I would appreciate a speedy reply in the enclosed self-addressed envelope as I hope to send the finished questionnaire out sometime in early December or early January.

If you have any questions feel free to contact me at 517/355-0112. If I am not in the office at the time leave a message and I will return your telephone call.

cc: J. Ray Gillespie  
O. Donald Meaders

COOPERATIVE EXTENSION SERVICE  
Michigan State University

Director's Office

Agriculture Hall  
East Lansing, Michigan 48824-1039

December 8, 1988

TO: County Extension Directors

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

RE: Ray Clark's Survey of the Regional Supervisor's Role *Ray*

During the next few days you will be receiving in the mail a questionnaire from Ray Clark which will be soliciting your perceptions of the Regional Supervisor's administrative role within our organization. Although I frequently attempt to keep surveys from your desk, this is not the case with this one. Ray's study happens to address a very important topic in our organization and your responses are critical to a useful outcome. Please encourage the rest of your staff to also share their opinions regarding the role of the Regional Supervisor in our organization by completing their respective questionnaires.

A comprehensive study of this nature, looking at the role of the Regional Supervisor, has not been conducted in Michigan. It is important that we gain a knowledge of the perceptions currently held within our organization regarding the Regional Supervisor's position. Please find the time to give Ray your best response in a timely way. In this case you'll not only be helping Ray but the whole organization. I believe you will expand your understanding of the role considerably in the process. Thanks for a quick response.

cc: Regional Supervisors  
Raymond Clark

COOPERATIVE EXTENSION SERVICE  
Michigan State University

Director's Office

Agriculture Hall  
East Lansing, Michigan 48824-1039

December 8, 1988

*Ray*

TO: Extension Specialists

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

RE: Ray Clark's Survey of the Regional Supervisor's Role

During the next few days you will be receiving in the mail a questionnaire from Ray Clark which will be soliciting your perceptions of the Regional Supervisor's administrative role within our organization. Although I frequently attempt to keep surveys from your desk, this is not the case with this one. Ray's study happens to address a very important topic in our organization and your responses are critical to a useful outcome.

A comprehensive study of this nature, looking at the role of the Regional Supervisor, has not been conducted in Michigan. It is important that we gain a knowledge of the perceptions currently held within our organization regarding the Regional Supervisor's position. Please find the time to give Ray your best response in a timely way. In this case you'll not only be helping Ray but the whole organization. I believe you will expand your understanding of the role considerably in the process. Thanks for a quick response.

cc: Regional Supervisors  
Raymond Clark

COOPERATIVE EXTENSION SERVICE  
Michigan State University

Director's Office

Agriculture Hall  
East Lansing, Michigan 48824-1039

December 8, 1988

TO: Administrative and Program Staff  
FROM: J. Ray Gillespie, Associate Director/Programs *Ray*  
RE: Ray Clark's Survey of the Regional Supervisor's Role

During the next few days you will be receiving in the mail a questionnaire from Ray Clark which will be soliciting your perceptions of the Regional Supervisor's administrative role within our organization. Although I frequently attempt to keep surveys from your desk, this is not the case with this one. Ray's study happens to address a very important topic in our organization and your responses are critical to a useful outcome.

A comprehensive study of this nature, looking at the role of the Regional Supervisor, has not been conducted in Michigan. It is important that we gain a knowledge of the perceptions currently held within our organization regarding the Regional Supervisor's position. Please find the time to give Ray your best response in a timely way. In this case you'll not only be helping Ray but the whole organization. I believe you will expand your understanding of the role considerably in the process. Thanks for a quick response.

cc: Regional Supervisors  
Raymond Clark



COOPERATIVE EXTENSION SERVICE  
Michigan State University

Director's Office

Agriculture Hall  
East Lansing, Michigan 48824-1039

December 8, 1988

TO: Extension Paraprofessionals (program assistants, EFNEP aides, etc)  
County/District/Regional Extension Agents  
County Extension Directors  
Extension Specialists  
C.E.S. Administrative/Program Staff  
Regional Extension Supervisors

FROM: Raymond J. Clark *Raymond J. Clark*  
Acting Regional Extension Supervisor

The Cooperative Extension Service has, throughout the years, been noted for opening its doors to both internal and external evaluations. The Regional Supervisor's position within Michigan's Extension system has received little attention by previous researchers. As part of my doctorate program in the Department of Agriculture and Extension Education, I'm conducting a current analysis of the Regional Supervisor's administrative role in Michigan. This study is designed to help reduce the ambiguity of the Regional Supervisor's position in order to improve the effectiveness of this middle management position within our organization.

You have been selected to participate in this study because you currently hold an important position within Michigan's Extension organization that is either directly or indirectly connected to the Regional Supervisor's position. In addition, as a member of the Extension organization here in Michigan, you undoubtedly hold some important opinions regarding the role of the Regional Supervisor as it is currently performed as well as how you perceive it should be performed.

Please take a short break from your busy schedule to express your opinions regarding the role of the Regional Supervisor in our organization. It is estimated that it will take you approximately one hour to complete the questionnaire. You will find instructions within each section of the questionnaire to aid you in completing the survey instrument. The questionnaire has an identification number for statistical purposes only. Your name will never be placed on the questionnaire. Completion of the survey is voluntary with no penalty for non-participation. By returning the completed questionnaire, you are indicating your voluntary agreement to participate in the study.

Thank you in advance for your immediate attention and cooperation in sharing your opinions regarding the Regional Supervisor's administrative role within our organization. If you should have any questions regarding this survey, feel free to contact me at 517/355-0112. Please return the questionnaire in the enclosed pre-addressed envelope by January 11, 1989.

Enc.

To: Everyone  
 From: Ray Clark  
 Deliver To: Program Assistants/Aides  
 Deliver To: County and District Agents  
 Deliver To: County Extension Directors  
 Deliver To: Extension Specialists  
 Deliver To: Extension Administrative/Program Staff  
 Deliver To: Regional Supervisors  
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In mid December a questionnaire seeking your perceptions regarding the role of the Regional Supervisor as it is currently performed and as it should be performed in Michigan was mailed to you. As a current Extension employee you were selected to participate in the study because of your direct or indirect knowledge and experience of the Regional Supervisor's position. Your perceptions of this position are important and are needed in order to insure the position is adequately meeting the needs of our organization.

If you have already completed and returned the questionnaire please accept my sincere thanks. If not, please do so today. The survey was sent to all Extension employees because each of you can provide essential information as to how this position in our organization is currently being perceived and also how it is perceived the position should be performed.

If by some chance you did not receive the questionnaire or it got misplaced, please call me at (517/355-0112) and I will get another one in the mail to you today. Your perceptions of the Regional Supervisor's position are needed in order to make this survey complete.

Thank you for your assistance in completing this survey.

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COOPERATIVE EXTENSION SERVICE  
Michigan State University

Director's Office

Agriculture Hall  
East Lansing, Michigan 48824

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February 1, 1989

Dear :

In mid-December I wrote to you seeking your perceptions regarding the role of the Regional Supervisor as it is currently performed and as it should be performed in our Extension organization. Since I have not received your completed questionnaire, I am enclosing another copy in case the original one got lost in the Christmas mail.

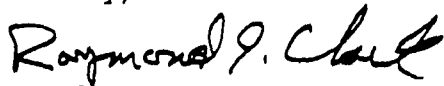
This study has been undertaken to investigate how various groups within our organization perceive the Regional Supervisor's role in the areas of Personnel Management, Staff Orientation and Development, Program Development, Extension Programming, Program Evaluation and Accountability, Administration and Policy, Public Relations and Budgeting and Finance.

The CES programs in Michigan, and other states, are undergoing change. This study of the role of the Regional Supervisor is seen as one of several studies which may be useful in planning for the future. In order for the results of the study to be truly representative of the perceptions being held by Paraprofessionals, County/District Extension Agents, County Extension Directors, Extension Specialists, and Administrative/Program Staff regarding the role of Regional Supervisors in Michigan, it is essential that each person return the questionnaire.

You may be assured of complete confidentiality. The questionnaire has an identification number for statistical purposes only. Your name will never be placed on the questionnaire. Completion is voluntary with no penalty for non-participation. Return constitutes your consent. This is a Ph.D. research project.

Your cooperation in completing the questionnaire is appreciated. It will take about an hour to complete.

Sincerely,



Raymond J. Clark  
Acting Regional Extension Supervisor

enc.

## **APPENDIX B**

### **THE ROLE EXPECTATION QUESTIONNAIRE**

AN ANALYSIS OF THE ROLE OF REGIONAL SUPERVISORS  
IN MICHIGAN'S COOPERATIVE EXTENSION SERVICE

This questionnaire is designed to determine the perceptions being held by six groups in the Cooperative Extension Service in Michigan regarding the role of the Regional Extension Supervisor. The information gained in this study will be very helpful for strengthening and improving the Regional Supervisor's position within Michigan's Extension organization. All information is confidential and will be used for professional purposes only. Participation in the study is voluntary, however, your cooperation in completing the survey will be greatly appreciated.

The purposes of the study are:

1. to describe the role of the Regional Extension Supervisor in Michigan as viewed by six Extension groups: Extension Paraprofessionals (program assistants, EFNEP aides, etc.), County/District and Regional Extension Agents, County Extension Directors, State Extension Specialists, the Administrative Professional Team, and the Regional Extension Supervisors.
2. to obtain information to help Extension personnel gain a better understanding of similarities and differences in role perceptions between and within the various groups and the position being studied.
3. to provide Extension administrators and Regional Extension Supervisors in Michigan with information on which to improve the effectiveness of the Regional Supervisor's position in the Extension organization.

"An Analysis of the Role of Regional Supervisors  
in Michigan's Cooperative Extension Service"

SECTION I - This section of the questionnaire focuses on your perceptions of activities which may describe something with which a Regional Extension Supervisor (RES) must be concerned with, be responsible for, or oversee the matter described in the statement. First, indicate whether you consider the listed items as "None", "Minor", "Shared", "Major", or "Complete" responsibilities of a Regional Extension Supervisor as you perceive the position is currently performed in Michigan. Second, indicate whether you consider the listed items as "None", "Minor", "Shared", "Major", "Complete" responsibilities of the Regional Extension Supervisor's position as you perceive the position should be within the Extension Organization. (Remember, you are to consider how you perceive the position of Regional Extension Supervisor is performed in the CES organization and not your perceptions of how a particular individual is performing the role).

1. = "None", the Regional Extension Supervisor has no responsibility for the activity
2. = "Minor", the Regional Extension Supervisor is responsible for a minor portion of the activity, another position in the CES organization is responsible for the major share.
3. = "Shared", the Regional Extension Supervisor shares equally the responsibility for the activity with another position in the organization"
4. = "Major", the Regional Extension Supervisor has responsibility for the activity while another position in the organization is responsible for a minor share.
5. = "Complete", the Regional Extension Supervisor is the only position in the organization responsible for this activity.

	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	NONE	MINOR	SHARED	MAJOR	COMPLETE	NONE	MINOR	SHARED	MAJOR	COMPLETE
PART A: <u>PERSONNEL MANAGEMENT</u>										
1. Select staff for vacant county, district and regional Extension positions within the region.	1	2	3	4	5	1	2	3	4	5
2. Identify individual strengths and weaknesses of Extension staff in the region.	1	2	3	4	5	1	2	3	4	5
3. Know the attitudes of Extension staff in the region towards the CES organization.	1	2	3	4	5	1	2	3	4	5
4. Maintain staff solidarity, morale and esprit de corps in the region.	1	2	3	4	5	1	2	3	4	5
5. Provide information and procedures to staff for filing grievances and appeals.	1	2	3	4	5	1	2	3	4	5
6. Develop staffing alternatives for county(ies) and the region.	1	2	3	4	5	1	2	3	4	5
7. Administer CES policies and procedures relating to continuing employment of Extension field staff in the region.	1	2	3	4	5	1	2	3	4	5

GO TO PAGE [2]

	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	NONE	MINOR	SHARED	MAJOR	COMPLETE	NONE	MINOR	SHARED	MAJOR	COMPLETE
8. Handle personnel problems/conflict in the region.	1	2	3	4	5	1	2	3	4	5
9. Conduct periodic appraisals of county, district and regional staff in the region.	1	2	3	4	5	1	2	3	4	5
10. Interview prospective candidates for open positions within the region.	1	2	3	4	5	1	2	3	4	5
11. Recruit candidates for open field staff positions within the region.	1	2	3	4	5	1	2	3	4	5
12. Insure fair treatment of all Extension staff within the region.	1	2	3	4	5	1	2	3	4	5
13. Maintain a competent staff within the region.	1	2	3	4	5	1	2	3	4	5
14. Present new Extension field staff to the County Board of Commissioners.	1	2	3	4	5	1	2	3	4	5
15. Assist staff in the region in developing a positive working relationship with other Extension staff.	1	2	3	4	5	1	2	3	4	5
16. Provide staff with policies and procedures relating to staff benefits.	1	2	3	4	5	1	2	3	4	5
17. Administer University and Extension Service policies and procedures for handling staff disciplinary problems within the region.	1	2	3	4	5	1	2	3	4	5
18. Insure compliance with County, Michigan State University and Extension personnel policies and procedures within the region.	1	2	3	4	5	1	2	3	4	5
<b>PART 2 - STAFF ORIENTATION AND DEVELOPMENT</b>										
19. Provide orientation for new employees to their Extension roles.	1	2	3	4	5	1	2	3	4	5
20. Help staff to meet the expectations of colleagues, administrators and clientele groups to be served.	1	2	3	4	5	1	2	3	4	5

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	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	NONE	MINOR	SHARED	MAJOR	COMPLETE	NONE	MINOR	SHARED	MAJOR	COMPLETE
21. Assist staff in interpreting, accepting and implementing the Extension philosophy of public service as an integral dimension of the land grant university-system.	1	2	3	4	5	1	2	3	4	5
22. Provide staff with procedures for conducting effective self-appraisals.	1	2	3	4	5	1	2	3	4	5
23. Assist field staff in developing personal plans and long-term personal goals.	1	2	3	4	5	1	2	3	4	5
24. Encourage field staff to develop and pursue professional development in <u>technical</u> competencies	1	2	3	4	5	1	2	3	4	5
25. Encourage field staff to develop and pursue professional development in <u>educational</u> competencies.	1	2	3	4	5	1	2	3	4	5
26. Encourage field staff to develop and pursue professional development in <u>administrative</u> competencies.	1	2	3	4	5	1	2	3	4	5
27. Assist field staff in becoming familiar with the CES Administrative handbook	1	2	3	4	5	1	2	3	4	5
28. Assist field staff in becoming familiar with CES/MSU/USDA policies and procedures.	1	2	3	4	5	1	2	3	4	5
29. Assist field staff in developing professional plans and long-term career goals.	1	2	3	4	5	1	2	3	4	5
30. Assist new staff in becoming acquainted with the community.	1	2	3	4	5	1	2	3	4	5
31. Provide field staff with EEO and Title IX information.	1	2	3	4	5	1	2	3	4	5
32. Organize staff in-service opportunities when needed in the region.	1	2	3	4	5	1	2	3	4	5
33. Conduct staff in-service opportunities when needed in the region.	1	2	3	4	5	1	2	3	4	5
PART 3: <u>PROGRAM DEVELOPMENT</u>										
34. Assist field staff in effectively using advisory councils.	1	2	3	4	5	1	2	3	4	5

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	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	NONE	MINOR	SHARED	MAJOR	COMPLETE	NONE	MINOR	SHARED	MAJOR	COMPLETE
35. Assist field staff in the development of relevant, useful and functional plans of work.	1	2	3	4	5	1	2	3	4	5
36. Assist field staff in implementing the long-range objectives of the Cooperative Extension Service in their Region.	1	2	3	4	5	1	2	3	4	5
37. Implement effective methods of reaching Extension's goals within the region .	1	2	3	4	5	1	2	3	4	5
38. Forecast future trends or needs of the Extension Service.	1	2	3	4	5	1	2	3	4	5
39. Assist field staff in getting increased participation in Extension educational activities.	1	2	3	4	5	1	2	3	4	5
40. Assist field staff in data collection and analysis procedures for assessing local situations and educational needs.	1	2	3	4	5	1	2	3	4	5
41. Review field staff plans of work and make suggestions for improvement.	1	2	3	4	5	1	2	3	4	5
42. Be familiar with population and employment trends of the counties in the region.	1	2	3	4	5	1	2	3	4	5
43. Assist field staff in establishing long-range and short-term program priorities for their county, district or regional responsibility.	1	2	3	4	5	1	2	3	4	5
44. Assist field staff in effectively using volunteer leaders in Extension programs.	1	2	3	4	5	1	2	3	4	5
45. Be familiar with program development in the subject matter areas of Extension programs.	1	2	3	4	5	1	2	3	4	5
46. Assist field staff in effectively using support organizations and audiences in Extension programming.	1	2	3	4	5	1	2	3	4	5
47. Assist state specialists in identifying programming needs for the region.	1	2	3	4	5	1	2	3	4	5
48. Meet with local advisory groups to identify Extension programming priorities for the region.	1	2	3	4	5	1	2	3	4	5

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	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	NONE	MINOR	SHARED	MAJOR	COMPLETE	NONE	MINOR	SHARED	MAJOR	COMPLETE
49. Identify field staff and clientele from the region to serve on state-wide programming committees.	1	2	3	4	5	1	2	3	4	5
<b>PART 4: EXTENSION PROGRAMMING</b>										
50. Maintain an awareness of on-going programming in the region by county, district and regional Extension staff.	1	2	3	4	5	1	2	3	4	5
51. Maintain an awareness of on-going programming in the region by campus based Extension specialists.	1	2	3	4	5	1	2	3	4	5
52. Assist field staff in incorporating cross county, multi-county and regional programming into Extension program plans.	1	2	3	4	5	1	2	3	4	5
53. Use monthly reports to keep informed of programming accomplishments in the region by county, district and regional Extension staff.	1	2	3	4	5	1	2	3	4	5
54. Use monthly reports to keep informed of programming accomplishments in the region by campus based Extension specialists.	1	2	3	4	5	1	2	3	4	5
55. Use monthly reports to keep informed of staff accomplishments towards their program goals.	1	2	3	4	5	1	2	3	4	5
56. Involve Extension staff and clientele in identifying ways in which Extension programs can be improved, have greater impacts and serve additional audiences.	1	2	3	4	5	1	2	3	4	5
57. Periodically visit field staff to observe and become familiar with their programming efforts and progress.	1	2	3	4	5	1	2	3	4	5
58. Maintain a liaison with University administrators, Extension specialists and field staff in order to provide effective Extension programs.	1	2	3	4	5	1	2	3	4	5
59. Assist field staff when appropriate in effectively using para-professionals as a means of extending the total programming efforts of the county.	1	2	3	4	5	1	2	3	4	5

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	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	<u>NONE</u>	<u>MINOR</u>	<u>SHARED</u>	<u>MAJOR</u>	<u>COMPLETE</u>	<u>NONE</u>	<u>MINOR</u>	<u>SHARED</u>	<u>MAJOR</u>	<u>COMPLETE</u>
60. Identify current and potential program successes and failures of field staff in the region.	1	2	3	4	5	1	2	3	4	5
61. Participate in Extension programs within the region.	1	2	3	4	5	1	2	3	4	5
62. Conduct some educational programs within the Region.	1	2	3	4	5	1	2	3	4	5
63. Provide regular written and/or verbal feedback on programming accomplishments to county, district and regional staff in the region.	1	2	3	4	5	1	2	3	4	5
64. Encourage educational programming efforts across all program areas by county, district and regional staff in the region..	1	2	3	4	5	1	2	3	4	5
65. Insure that priorities are given to educational program needs at the local level.	1	2	3	4	5	1	2	3	4	5

PART 5: PROGRAM EVALUATION AND ACCOUNTABILITY

66. Assist field staff in the preparation of reports which reflect degrees of educational accomplishment.	1	2	3	4	5	1	2	3	4	5
67. Oversee that program results which are being measured by field staff reflect behavior change.	1	2	3	4	5	1	2	3	4	5
68. Oversee that program effectiveness is measured in terms of cost, time and appropriate use of funds.	1	2	3	4	5	1	2	3	4	5
69. Identify and select individuals to participate in the County Program Review and Planning Process for counties in the region.	1	2	3	4	5	1	2	3	4	5
70. Participate in the Program Review and Planning Process for counties in the region.	1	2	3	4	5	1	2	3	4	5
71. Assist field staff in conducting evaluations of county programs.	1	2	3	4	5	1	2	3	4	5

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	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	NONE	MINOR	SHARED	MAJOR	COMPLETE	NONE	MINOR	SHARED	MAJOR	COMPLETE
72. Monitor progress being made by county, district and regional staff towards their Affirmative Action plans.	1	2	3	4	5	1	2	3	4	5
73. Encourage field staff to participate in in-service education and other activities which will help to provide skills needed for evaluating programs in terms of behavior change.	1	2	3	4	5	1	2	3	4	5
74. Conduct periodic <u>indepth</u> evaluations of county, district and regional Extension programs.	1	2	3	4	5	1	2	3	4	5
75. Conduct periodic <u>informal</u> evaluations of county, district and regional Extension programs.	1	2	3	4	5	1	2	3	4	5
76. Conduct on site Civil Rights compliance reviews in the region.	1	2	3	4	5	1	2	3	4	5
77. Assist field staff in preparing their Annual Reports.	1	2	3	4	5	1	2	3	4	5
PART 6: <u>ADMINISTRATION AND POLICY</u>										
78. Provide timely information and interpretation of CES policies and procedures as they relate to county field staff and programs.	1	2	3	4	5	1	2	3	4	5
79. Approve out-of-state travel requests and leaves of absence for staff in the region.	1	2	3	4	5	1	2	3	4	5
80. Administer the policies and procedures relating to penalty mail allocations for the region.	1	2	3	4	5	1	2	3	4	5
81. Maintain the lines of communications and internal relationships between field staff, program staff, specialists, central CES administration, and MSU colleges or units which relate to Extension work.	1	2	3	4	5	1	2	3	4	5
82. Represent field staff in discussions with program staff, specialists, central CES administration, and MSU colleges or units which relate to Extension work.	1	2	3	4	5	1	2	3	4	5

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	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	NONE	MINOR	SHARED	MAJOR	COMPLETE	NONE	MINOR	SHARED	MAJOR	COMPLETE
83. Represent central CES administration in discussions with field staff, program staff, specialists, and MSU colleges or units which relate to Extension work .	1	2	3	4	5	1	2	3	4	5
84. Schedule regional staff conferences and opportunities for field staff interaction when appropriate.	1	2	3	4	5	1	2	3	4	5
85. Coordinate specialists visits to the region.	1	2	3	4	5	1	2	3	4	8
86. Assist County Extension Directors in negotiating budgets, staffing and office space arrangements with county officials	1	2	3	4	5	1	2	3	4	5
87. Handle clientele concerns in areas such as staffing, programming, and Affirmative Action.	1	2	3	4	5	1	2	3	4	5
88. Meet with county board members in areas such as staffing, programming, and Affirmative Action.	1	2	3	4	5	1	2	3	4	5
89. Encourage program and staff cooperation <u>between</u> county Extension offices.	1	2	3	4	5	1	2	3	4	5
90. Encourage program and staff cooperation <u>within</u> county Extension offices.	1	2	3	4	5	1	2	3	4	5
91. Develop and maintain relationships with key clientele within the region.	1	2	3	4	5	1	2	3	4	5
92. Handle staff and program conflicts within the region.	1	2	3	4	5	1	2	3	4	5
93. Monitor reports from field staff to assure they are submitted on time.	1	2	3	4	5	1	2	3	4	5
94. Serve on state-wide committees concerned with Extension policy and/or programming.	1	2	3	4	5	1	2	3	4	5
95. Participate in the monthly Administrative meetings on campus.	1	2	3	4	5	1	2	3	4	5
96. Participate in-service education appropriate to the administrative role of the Regional Extension Supervisor.	1	2	3	4	5	1	2	3	4	5

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	RESPONSIBILITY AS IS (Circle one)					AS IT SHOULD BE (Circle one)				
	<u>NONE</u>	<u>MINOR</u>	<u>SHARED</u>	<u>MAJOR</u>	<u>COMPLETE</u>	<u>NONE</u>	<u>MINOR</u>	<u>SHARED</u>	<u>MAJOR</u>	<u>COMPLETE</u>
97. Provide leadership and input for regional and state-wide activities such as regional conferences, lay leader visits/ legislative tours.	1	2	3	4	5	1	2	3	4	5
<b>PART 7: <u>PUBLIC RELATIONS</u></b>										
98. Develop in conjunction with the County Extension Directors a CES public relations plan for the counties which will address the needs of the general public, key leaders, and elected officials in the region.	1	2	3	4	5	1	2	3	4	5
99. Maintain the public's understanding and support for Extension programs in the region.	1	2	3	4	5	1	2	3	4	5
100. Develop and maintain a liaison with other state, county or community agencies in the region.	1	2	3	4	5	1	2	3	4	5
101. Prepare news and other Extension information releases appropriate to the region.	1	2	3	4	5	1	2	3	4	5
102. Assist field staff in developing a marketing plan for increasing Extension's visibility in the region.	1	2	3	4	5	1	2	3	4	5
103. Participate in MSU Alumni Association activities in the region.	1	2	3	4	5	1	2	3	4	5
104. Represent MSU/CES on various committees within the region.	1	2	3	4	5	1	2	3	4	5
105. Represent MSU/CES in non-Extension community events within the region.	1	2	3	4	5	1	2	3	4	5
<b>PART 8 - <u>Budgeting and Financing</u></b>										
106. Assist County Extension Directors in securing adequate county funds for all phases of county Extension work.	1	2	3	4	5	1	2	3	4	5
107. Seek financial support in addition to county appropriated funds to develop/ expand county Extension programs.	1	2	3	4	5	1	2	3	4	5

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108. Develop annual Cooperative Extension Service budgets requests for counties in the region.	1	2	3	4	5	1	2	3	4	5
109. Oversee that county appropriated monies are equitably divided so that all staff have reasonable support to carry out their Extension programs.	1	2	3	4	5	1	2	3	4	5
110. Oversee that counties have their non-appropriated funds audited annually by an auditor independent of the Extension organization.	1	2	3	4	5	1	2	3	4	5
111. Oversee that counties file their annual Expenditure and Appropriated Funds reports on time.	1	2	3	4	5	1	2	3	4	5
112. Assist staff in developing proposals for outside funding of Extension programs.	1	2	3	4	5	1	2	3	4	5
113. Monitor county Extension budgets for the region.	1	2	3	4	5	1	2	3	4	5
114. Present annual county Extension budgets to the County Board of Commissioners.	1	2	3	4	5	1	2	3	4	5

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SECTION 2 - BACKGROUND INFORMATION (one response for each item)

115. Which category most closely describes your type of position?

- ☐ 1. Extension Paraprofessional (prog. asst, EFNEP Aide, etc)
- ☐ 2. County/District/Regional Extension Agent
- ☐ 3. County Extension Director
- ☐ 4. Extension Specialist
- ☐ 5. Extension Administrative/Program Staff
- ☐ 6. Regional Supervisor

116. Sex

- ☐ 1. Male
- ☐ 2. Female

117. Age

- ☐ 1. 25 years or under
- ☐ 2. 26 - 35 years
- ☐ 3. 36 - 45 years
- ☐ 4. 46 - 55 years
- ☐ 5. 56 years and over

118. Indicate your highest academic degree earned:

- ☐ 1. Less than a Bachelor's degree
- ☐ 2. Bachelor's degree
- ☐ 3. Master's degree
- ☐ 4. Specialist's degree
- ☐ 5. Doctor's Degree

119. Indicate the number of years employed by the Cooperative Extension Service

- ☐ 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

120. Indicate the number of years of experience in your present position:

- ☐ 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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121. Indicate the category that best describes your region if you are considered county staff or your college if you are considered campus staff:

\_\_\_\_\_ 1. Upper Peninsula  
 \_\_\_\_\_ 2. North  
 \_\_\_\_\_ 3. East Central  
 \_\_\_\_\_ 4. Southeast  
 \_\_\_\_\_ 5. Southwest  
 \_\_\_\_\_ 6. West Central  
 \_\_\_\_\_ 7. College of Agriculture and Natural Resources  
 \_\_\_\_\_ 8. College of Human Ecology  
 \_\_\_\_\_ 9. College of Natural Science  
 \_\_\_\_\_ 10. College of Veterinary Medicine  
 \_\_\_\_\_ 11. Other \_\_\_\_\_

122. If you are a county Cooperative Extension Service staff person, indicate which category best describes the size of your county staff (professional and paraprofessional):

\_\_\_\_\_ 1. Three or less staff persons  
 \_\_\_\_\_ 2. 4 - 9 staff persons  
 \_\_\_\_\_ 3. 10 - 15 staff persons  
 \_\_\_\_\_ 4. 16 - 21 staff persons  
 \_\_\_\_\_ 5. 22 or more staff persons

123. Indicate which category best describes the normal amount of professional contact you have with Regional Extension Supervisors during the year (either personal face to face, by telephone or by mail):

\_\_\_\_\_ 1. No contact  
 \_\_\_\_\_ 2. 1 - 2 times per year  
 \_\_\_\_\_ 3. 1 - 2 times per quarter  
 \_\_\_\_\_ 4. 1 - 2 times per month  
 \_\_\_\_\_ 5. 1 - 2 times per week  
 \_\_\_\_\_ 6. More than twice per week

124. Indicate which category best describes the type of contact you normally have with the position of Regional Extension Supervisor.

\_\_\_\_\_ 1. Face to face meetings, letters and telephone conversations throughout the year.  
 \_\_\_\_\_ 2. Letters and telephone conversations  
 \_\_\_\_\_ 3. Letters only  
 \_\_\_\_\_ 4. Telephone conversations only  
 \_\_\_\_\_ 5. Occasional contact at meetings or events  
 \_\_\_\_\_ 6. Little or no contact with the position.

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125. Indicate which category best describes the percentage of your time spent on administration of Extension staff and programs (complete this section if you supervise one or more paid Extension employees):

- \_\_\_\_\_ 1. None
- \_\_\_\_\_ 2. Less than 20 percent
- \_\_\_\_\_ 3. 21 - 40 percent
- \_\_\_\_\_ 4. 41 - 60 percent
- \_\_\_\_\_ 5. Over 60 percent

### SECTION 3 - ADDITIONAL COMMENTS

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

- A. What are the four most important skills you perceive a person in the position of Regional Extension Supervisor should have?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

- B. What are the four most important tasks you perceive a person in the position of Regional Extension Supervisor should perform?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

- C. Other comments: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Thank you for your cooperation in completing this survey. Return the survey to: Raymond J. Clark, 48 Agriculture Hall, Michigan State University, East Lansing, MI 48824.

## APPENDIX C

### RELIABILITY COEFFICIENTS

**RELIABILITY COEFFICIENTS<sub>a</sub>****Administrative Functions--"As Is"**

Administrative Function	Alpha	Standardized Item Alpha
Personnel Management (QA 1-18)	.89	.89
Staff Orientation and Development (QA 19-33)	.93	.94
Program Development (QA 34-49)	.92	.92
Extension Programming (QA 50-65)	.90	.90
Program Evaluation and Accountability (QA 66-77)	.88	.88
Administration and Policy (QA 78-97)	.90	.90
Public Relations (QA 98-105)	.89	.89
Budgeting and Financing (QA 106-114)	.89	.89

**Administrative Functions--"Should Be"**

Administrative Function	Alpha	Standardized Item Alpha
Personnel Management (QB 1-18)	.88	.89
Staff Orientation and Development (QB 19-33)	.89	.89
Program Development (QB 34-49)	.89	.90
Extension Programming (QB 50-65)	.89	.89
Program Evaluation and Accountability (QB 66-77)	.84	.85
Administration and Policy (QB 78-97)	.90	.90
Public Relations (QB 98-105)	.88	.88
Budgeting and Financing (QB 106-114)	.89	.89

Administrative Functions--"Difference"

Administrative Function	Alpha	Standardized Item Alpha
Personnel Management (D 1-18)	.88	.88
Staff Orientation and Development (D 19-33)	.94	.94
Program Development (D 34-49)	.93	.93
Extension Programming (D 50-65)	.91	.91
Program Evaluation and Accountability (D 66-77)	.89	.89
Administration and Policy (D 78-97)	.90	.90
Public Relations (D 98-105)	.88	.88
Budgeting and Financing (D 106-114)	.88	.88

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<sup>a</sup>The reliability coefficients for the eight administrative functions of the Regional Extension Supervisor's position as it is perceived to be currently performed in Michigan (AS IS), as it should be performed (SHOULD BE), and the mean score difference from what is to what should be (DIFFERENCE) were calculated using the Cronbach alpha test. The items in parentheses represent the questions used to make up the mean response scores for the eight administrative functions included in this study.

## **APPENDIX D**

**MEAN RESPONSES AND STANDARD DEVIATIONS OF MEAN RESPONSES  
FOR ITEMS IN THE ROLE EXPECTATION QUESTIONNAIRE**

Table D1.--Mean responses, standard deviations of mean responses, and number of respondents for the 114 role-definition items of the Regional Extension Supervisor position as it is currently being performed in Michigan.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
1. Select staff...	2.88 (.69) N=403	2.81 (.93) N=77	2.88 (.69) N=148	2.90 (.47) N=61	2.97 (.59) N=69	2.81 (.57) N=37	2.60 (.55) N=5
2. Identify individual...	3.25 (.77) N=403	2.77 (.89) N=75	3.23 (.75) N=149	3.23 (.56) N=61	3.69 (.60) N=70	3.43 (.65) N=37	3.40 (.55) N=5
3. Know the attitudes...	3.21 (.86) N=400	2.93 (1.02) N=76	3.04 (.84) N=146	3.34 (.73) N=61	3.57 (.77) N=70	3.50 (.65) N=36	3.00 (.71) N=5
4. Main staff...	2.90 (.90) N=405	2.55 (.90) N=76	2.69 (.93) N=149	3.10 (.83) N=61	3.41 (.73) N=71	3.05 (.78) N=37	3.20 (.45) N=5
5. Provide information...	3.07 (.97) N=400	2.70 (1.13) N=74	3.01 (.96) N=148	3.12 (.90) N=60	3.41 (.84) N=70	3.24 (.83) N=37	2.80 (.45) N=5
6. Developing staffing...	2.82 (.77) N=405	2.91 (.97) N=78	2.69 (.74) N=146	2.64 (.68) N=61	3.11 (.67) N=73	2.81 (.52) N=37	3.00 (.71) N=5
7. Administer CES...	3.14 (.84) N=396	3.16 (1.00) N=73	3.07 (.86) N=145	3.05 (.69) N=61	3.39 (.73) N=69	3.00 (.88) N=37	3.20 (.45) N=5
8. Handle personnel...	3.11 (.83) N=405	2.68 (.97) N=77	3.50 (.81) N=148	3.25 (.65) N=62	3.37 (.64) N=70	3.32 (.85) N=37	3.60 (.55) N=5
9. Conduct periodic...	3.64 (.81) N=402	3.65 (1.07) N=76	3.67 (.79) N=147	3.39 (.64) N=61	3.70 (.62) N=70	3.76 (.83) N=37	3.40 (.55) N=5
10. Interview prospective...	2.94 (.68) N=404	2.72 (.97) N=76	2.97 (.57) N=148	2.90 (.59) N=62	3.09 (.58) N=70	2.95 (.62) N=37	3.20 (.45) N=5
11. Recruit candidates...	2.56 (.84) N=399	2.48 (1.03) N=73	2.48 (.75) N=147	2.57 (.72) N=62	2.87 (.89) N=69	2.43 (.73) N=37	2.40 (.55) N=5

Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
12. Insure fair treatment...	3.14 (.92) N=401	3.20 (1.15) N=74	2.97 (.93) N=147	3.18 (.78) N=62	3.36 (.74) N=70	3.05 (.78) N=37	3.00 (1.00) N=5
13. Maintain a competent...	3.01 (.80) N=397	3.11 (.99) N=73	2.95 (.79) N=145	3.00 (.70) N=62	3.07 (.75) N=69	2.92 (.68) N=37	3.00 (.71) N=5
14. Present new Extension...	2.69 (1.20) N=398	2.03 (1.12) N=76	2.61 (1.16) N=147	2.92 (.87) N=62	2.96 (1.15) N=67	3.11 (1.37) N=36	4.00 (.00) N=5
15. Assist staff in the...	2.79 (.93) N=403	2.41 (1.05) N=76	2.58 (.90) N=148	2.98 (.69) N=62	3.31 (.81) N=70	3.00 (.85) N=37	3.00 (.00) N=5
16. Provide staff with...	2.40 (.94) N=404	2.32 (1.11) N=76	2.22 (.88) N=148	2.37 (.85) N=62	2.81 (.89) N=70	2.41 (.80) N=37	2.20 (.45) N=5
17. Administer University...	3.09 (.88) N=404	2.87 (1.05) N=76	2.98 (.85) N=148	3.10 (.80) N=62	3.39 (.79) N=70	3.32 (.78) N=37	2.80 (.45) N=5
18. Insure compliance...	3.26 (.86) N=402	3.09 (1.05) N=75	3.15 (.81) N=147	3.31 (.76) N=62	3.54 (.74) N=70	3.35 (.86) N=37	3.00 (.71) N=5
19. Provide orientation...	2.50 (.82) N=405	2.10 (.91) N=78	2.31 (.71) N=147	2.69 (.62) N=62	2.94 (.81) N=70	2.73 (.87) N=37	3.00 (.71) N=5
20. Help staff to meet...	2.60 (.83) N=404	2.16 (.90) N=77	2.41 (.77) N=148	2.65 (.60) N=62	3.16 (.65) N=70	2.95 (.78) N=37	3.40 (.55) N=5
21. Assist staff in...	2.74 (.81) N=396	2.63 (1.01) N=75	2.56 (.79) N=147	2.71 (.64) N=61	3.10 (.74) N=67	2.89 (.57) N=36	3.60 (.55) N=5
22. Provide staff with...	2.73 (.96) N=396	2.45 (1.19) N=74	2.57 (.89) N=147	2.74 (.77) N=61	3.22 (.86) N=68	2.86 (.83) N=36	3.20 (.84) N=5



Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
23. Assist field staff...	2.54 (.95) N=394	2.36 (1.21) N=75	2.34 (.86) N=146	2.56 (.74) N=61	3.06 (.81) N=67	2.71 (.89) N=35	2.40 (.55) N=5
24. Encourage field...	2.58 (.86) N=396	2.25 (1.02) N=73	2.44 (.79) N=147	2.71 (.66) N=62	2.91 (.84) N=68	2.86 (.76) N=36	2.60 (.55) N=5
25. Encourage field...	2.68 (.86) N=395	2.44 (1.10) N=73	2.57 (.82) N=147	2.75 (.65) N=61	2.98 (.76) N=68	2.81 (.75) N=36	2.80 (.84) N=5
26. Encourage field...	2.54 (.89) N=393	2.23 (1.20) N=73	2.40 (.81) N=146	2.67 (.79) N=60	2.85 (.76) N=68	2.81 (.82) N=36	2.80 (.45) N=5
27. Assist field staff...	2.36 (.97) N=395	2.14 (1.25) N=80	2.12 (.78) N=147	2.42 (.86) N=62	2.82 (.90) N=68	2.66 (.94) N=35	3.20 (.45) N=5
28. Assist field staff...	2.53 (.97) N=396	2.31 (1.32) N=74	2.31 (.81) N=146	2.57 (.80) N=62	3.00 (.83) N=68	2.83 (.81) N=36	3.00 (.71) N=5
29. Assist field staff...	2.49 (.94) N=396	2.28 (1.19) N=74	2.27 (.85) N=147	2.51 (.72) N=61	3.04 (.84) N=68	2.72 (.81) N=36	2.60 (.55) N=5
30. Assist new staff...	1.95 (.82) N=399	1.69 (.84) N=75	1.75 (.70) N=147	1.97 (.72) N=62	2.46 (.90) N=68	2.16 (.83) N=37	2.40 (.55) N=5
31. Provide field staff...	2.78 (1.01) N=387	2.73 (1.35) N=67	2.74 (.99) N=147	2.83 (.91) N=62	2.71 (.76) N=66	2.94 (1.03) N=35	3.20 (.45) N=5
32. Organize staff...	2.63 (.93) N=398	2.46 (1.00) N=76	2.41 (.92) N=145	2.81 (.79) N=62	2.91 (.86) N=68	2.89 (1.02) N=37	2.80 (.84) N=5
33. Conduct staff...	2.38 (.98) N=397	2.21 (1.07) N=76	2.21 (.99) N=145	2.44 (.88) N=62	2.75 (.89) N=67	2.54 (.93) N=37	2.00 (.00) N=5

Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
34. Assist field staff...	2.40 (.89) N=394	1.96 (.96) N=73	2.25 (.80) N=146	2.44 (.72) N=61	2.93 (.84) N=67	2.70 (.88) N=37	3.20 (.45) N=5
35. Assist field staff...	2.74 (.94) N=399	2.45 (1.13) N=75	2.56 (.86) N=147	2.71 (.82) N=62	3.21 (.80) N=68	3.11 (.81) N=37	3.40 (.89) N=5
36. Assist field staff...	2.76 (.91) N=396	2.78 (1.12) N=74	2.56 (.88) N=147	2.64 (.84) N=61	3.19 (.76) N=67	2.87 (.71) N=37	2.80 (.45) N=5
37. Implement effective...	2.62 (.91) N=397	2.71 (1.02) N=75	2.37 (.85) N=147	2.60 (.90) N=62	2.90 (.84) N=67	2.92 (.87) N=36	2.60 (.55) N=5
38. Forecast future...	2.39 (.91) N=394	2.69 (1.07) N=72	2.20 (.88) N=146	2.40 (.84) N=62	2.52 (.88) N=67	2.19 (.70) N=37	2.40 (.55) N=5
39. Assist field staff...	2.26 (.86) N=395	2.12 (.94) N=75	2.08 (.77) N=145	2.16 (.83) N=62	2.67 (.96) N=67	2.58 (.60) N=36	2.80 (.45) N=5
40. Assist field staff...	2.01 (.81) N=392	1.94 (.92) N=72	1.87 (.71) N=146	1.92 (.71) N=62	2.32 (.91) N=66	2.25 (.87) N=36	2.20 (.45) N=5
41. Review field staff...	3.33 (.85) N=396	3.03 (1.22) N=74	3.31 (.77) N=146	3.37 (.66) N=62	3.54 (.70) N=67	3.51 (.73) N=37	3.80 (.45) N=5
42. Be familiar with...	2.59 (.94) N=392	2.85 (1.21) N=71	2.32 (.83) N=146	2.50 (.80) N=62	2.85 (.91) N=67	2.81 (.75) N=36	2.60 (.55) N=5
43. Assist field staff...	2.64 (.88) N=393	2.78 (1.19) N=72	2.34 (.74) N=147	2.57 (.67) N=61	3.08 (.77) N=66	2.87 (.78) N=37	3.20 (.84) N=5
44. Assist field staff...	2.26 (.81) N=396	2.21 (.99) N=75	2.08 (.74) N=146	2.21 (.68) N=62	2.61 (.76) N=66	2.46 (.73) N=37	2.80 (.45) N=5

Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
45. Be familiar with...	2.76 (.88) N=393	3.04 (1.13) N=74	2.55 (.82) N=145	2.82 (.76) N=62	2.85 (.75) N=66	2.60 (.76) N=37	3.60 (.55) N=5
46. Assist field staff...	2.47 (.82) N=396	2.40 (1.03) N=76	2.29 (.74) N=147	2.40 (.73) N=62	2.79 (.73) N=66	2.83 (.61) N=36	3.00 (.71) N=5
47. Assist state...	2.38 (.97) N=388	2.77 (1.17) N=73	2.17 (.85) N=144	2.48 (.79) N=61	2.22 (1.02) N=65	2.61 (.96) N=36	2.00 (.00) N=5
48. Meet with local...	2.06 (.90) N=390	2.14 (1.05) N=73	1.83 (.80) N=146	1.94 (.67) N=62	2.59 (.95) N=64	2.06 (.86) N=36	2.40 (.55) N=5
49. Identify field staff...	2.69 (.87) N=389	2.61 (1.17) N=74	2.53 (.79) N=145	2.79 (.73) N=61	2.94 (.70) N=65	2.89 (.88) N=37	2.50 (.58) N=4
50. Maintain an awareness...	3.17 (.87) N=390	3.04 (1.12) N=75	3.08 (.81) N=146	3.28 (.82) N=60	3.23 (.77) N=65	3.41 (.72) N=37	3.75 (.50) N=4
51. Maintain an awareness...	2.82 (.91) N=388	2.96 (1.09) N=74	2.72 (.82) N=144	2.97 (.86) N=61	2.69 (.92) N=65	2.95 (.74) N=37	2.50 (.58) N=4
52. Assist field staff...	2.65 (.85) N=385	2.52 (.99) N=73	2.48 (.76) N=145	2.60 (.81) N=60	2.97 (.85) N=64	2.97 (.70) N=36	3.00 (.00) N=4
53. Use monthly reports...	3.54 (.85) N=386	3.40 (1.13) N=73	3.71 (.85) N=146	3.51 (.70) N=61	3.33 (.93) N=63	3.42 (.77) N=36	4.00 (.82) N=4
54. Use monthly reports...	2.78 (1.05) N=374	3.00 (1.11) N=71	2.82 (1.04) N=139	2.86 (.89) N=58	2.45 (1.11) N=62	2.68 (.85) N=37	2.25 (1.50) N=4
55. Use monthly reports...	3.44 (.92) N=386	3.26 (1.12) N=73	3.58 (.88) N=146	3.38 (.76) N=60	3.25 (.98) N=63	3.49 (.73) N=37	4.00 (.82) N=4

Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
56. Involve Extension staff...	2.61 (.85) N=389	2.60 (.97) N=73	2.51 (.85) N=147	2.62 (.73) N=61	2.80 (.87) N=65	2.61 (.69) N=36	3.25 (.50) N=4
57. Periodically visit...	3.02 (1.04) N=391	3.01 (1.18) N=75	2.71 (.99) N=146	3.08 (.99) N=61	3.40 (.93) N=65	3.32 (.94) N=37	3.50 (.58) N=4
58. Maintain a liaison...	3.13 (.98) N=384	3.21 (1.14) N=72	3.13 (.97) N=144	3.37 (.71) N=60	2.83 (.99) N=65	3.11 (.95) N=36	3.00 (.00) N=4
59. Assist field staff...	2.49 (.82) N=385	2.39 (.94) N=72	2.34 (.79) N=145	2.50 (.75) N=60	2.70 (.73) N=64	2.84 (.80) N=37	2.75 (.50) N=4
60. Identify current...	3.08 (.77) N=390	2.80 (.86) N=73	3.05 (.78) N=145	3.19 (.65) N=62	3.23 (.74) N=65	3.27 (.65) N=37	3.60 (.55) N=5
61. Participate in...	2.46 (.87) N=392	2.59 (.96) N=75	2.27 (.81) N=146	2.37 (.81) N=62	2.59 (.90) N=65	2.69 (.75) N=36	3.60 (.55) N=5
62. Conduct some...	1.86 (.82) N=389	2.12 (1.03) N=75	1.63 (.72) N=145	1.66 (.60) N=61	2.19 (.87) N=64	1.97 (.65) N=36	1.80 (.45) N=5
63. Provide regular...	3.09 (1.03) N=392	3.00 (1.24) N=75	2.92 (1.09) N=146	3.14 (.90) N=64	3.30 (.79) N=64	3.32 (.82) N=37	3.80 (1.09) N=5
64. Encourage educational...	2.98 (.88) N=390	2.91 (1.02) N=76	2.82 (.93) N=145	3.16 (.73) N=62	3.21 (.77) N=62	3.00 (.71) N=37	3.60 (.55) N=5
65. Insure that...	2.70 (.86) N=391	2.71 (1.03) N=76	2.54 (.89) N=145	2.82 (.69) N=61	2.83 (.79) N=64	2.78 (.71) N=37	3.40 (.55) N=5
66. Assist field staff...	2.37 (.92) N=392	2.31 (1.05) N=75	2.16 (.84) N=146	2.37 (.85) N=62	2.84 (.89) N=64	2.54 (.87) N=37	2.80 (.84) N=5

Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
67. Oversee that program...	2.51 (.87) N=386	2.38 (.96) N=74	2.33 (.84) N=145	2.60 (.76) N=64	2.82 (.88) N=61	2.76 (.86) N=37	2.80 (.45) N=5
68. Oversee that program...	2.42 (.90) N=388	2.51 (1.06) N=73	2.19 (.84) N=145	2.40 (.86) N=62	2.80 (.84) N=64	2.51 (.77) N=37	2.40 (.55) N=5
69. Identify and select...	2.87 (1.02) N=384	2.51 (1.17) N=71	2.85 (1.06) N=144	2.89 (.96) N=62	3.17 (.81) N=64	3.03 (.88) N=36	3.20 (.45) N=5
70. Participate in the...	3.29 (.90) N=387	3.03 (1.10) N=73	3.36 (.90) N=144	3.24 (.80) N=62	3.41 (.71) N=64	3.32 (.88) N=37	3.80 (.84) N=5
71. Assist field staff...	2.54 (.95) N=390	2.31 (1.03) N=74	2.32 (.90) N=145	2.68 (.82) N=62	3.08 (.86) N=64	2.68 (.94) N=37	2.40 (.55) N=5
72. Monitor progress...	3.22 (.88) N=390	3.09 (1.21) N=76	3.21 (.84) N=145	3.26 (.72) N=62	3.27 (.72) N=63	3.28 (.74) N=36	3.80 (.45) N=5
73. Encourage field...	2.90 (.83) N=392	2.75 (1.01) N=76	2.81 (.81) N=146	2.95 (.64) N=62	3.20 (.78) N=64	3.03 (.77) N=36	3.20 (.84) N=5
74. Conduct periodic...	2.65 (1.08) N=389	2.89 (1.21) N=75	2.52 (1.09) N=145	2.32 (.95) N=62	3.17 (.90) N=64	2.42 (.94) N=36	2.20 (.45) N=5
75. Conduct periodic...	2.86 (.99) N=388	2.89 (1.18) N=73	2.72 (1.04) N=145	2.64 (.81) N=62	3.28 (.79) N=64	2.92 (.79) N=37	3.00 (.71) N=5
76. Conduct on site...	3.30 (1.05) N=383	3.26 (1.15) N=73	3.42 (1.02) N=145	3.43 (.98) N=62	2.81 (.84) N=59	3.27 (1.10) N=37	4.40 (.89) N=5
77. Assist field staff...	2.17 (.93) N=390	2.16 (1.15) N=74	1.98 (.80) N=146	2.00 (.72) N=62	2.69 (.94) N=64	2.32 (.94) N=37	2.50 (1.00) N=5

Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
78. Provide timely...	3.12 (.90) N=388	2.89 (1.16) N=75	3.05 (.84) N=145	3.08 (.74) N=61	3.35 (.83) N=63	3.40 (.83) N=37	3.40 (.55) N=5
79. Approve out-of-state...	3.18 (.99) N=378	3.07 (1.15) N=72	3.42 (.93) N=141	3.24 (.92) N=62	2.82 (1.02) N=60	3.00 (.79) N=36	3.00 (1.00) N=5
80. Administer the...	2.87 (1.07) N=383	2.53 (1.19) N=75	2.99 (1.02) N=142	3.11 (.96) N=62	2.82 (1.09) N=61	2.56 (.88) N=36	3.60 (.55) N=5
81. Maintain the lines...	3.01 (.94) N=389	2.87 (1.14) N=75	2.99 (.95) N=144	3.19 (.70) N=62	3.09 (.97) N=64	2.92 (.79) N=37	3.00 (.71) N=5
82. Represent field staff...	3.05 (1.01) N=386	2.96 (1.22) N=73	3.03 (1.01) N=145	3.26 (.87) N=62	2.92 (1.00) N=63	3.08 (.77) N=36	3.40 (.89) N=5
83. Represent central CES...	3.27 (.89) N=386	3.08 (1.03) N=74	3.25 (.88) N=144	3.58 (.78) N=62	3.31 (.84) N=62	3.16 (.76) N=37	3.60 (.55) N=5
84. Schedule regional...	3.41 (.94) N=389	3.01 (1.10) N=76	3.38 (.95) N=144	3.61 (.82) N=62	3.54 (.76) N=63	3.68 (.75) N=37	4.00 (.00) N=5
85. Coordinate specialists...	1.99 (.90) N=387	2.46 (1.05) N=76	1.80 (.83) N=144	1.97 (.77) N=62	1.85 (.88) N=62	2.08 (.77) N=36	1.80 (.45) N=5
86. Assist County Extension...	2.30 (.96) N=387	2.29 (1.06) N=77	2.11 (.84) N=144	1.90 (.67) N=62	2.85 (1.09) N=61	2.72 (.78) N=36	3.00 (1.00) N=5
87. Handle clientele...	2.52 (.91) N=388	2.40 (.96) N=75	2.37 (.88) N=144	2.42 (.84) N=62	2.81 (.86) N=63	2.86 (.98) N=37	3.20 (.45) N=5
88. Meet with county board...	2.36 (.90) N=388	2.16 (1.01) N=75	2.23 (.82) N=144	2.26 (.81) N=62	2.60 (.83) N=63	2.89 (.97) N=37	3.20 (.84) N=5

Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
89. Encourage program and...	2.85 (.86) N=390	2.58 (.89) N=77	2.68 (.84) N=144	3.06 (.74) N=62	3.14 (.82) N=63	3.13 (.89) N=37	3.40 (.89) N=5
90. Encourage program and...	2.70 (.87) N=389	2.33 (.94) N=76	2.61 (.81) N=145	2.95 (.72) N=61	2.92 (.87) N=63	2.97 (.87) N=37	3.20 (.84) N=5
91. Develop and maintain...	2.33 (.84) N=386	2.26 (.93) N=73	2.17 (.75) N=145	2.45 (.82) N=62	2.55 (.81) N=62	2.40 (.76) N=37	3.00 (1.00) N=5
92. Handle staff and...	2.96 (.94) N=388	2.34 (1.00) N=76	2.94 (.91) N=144	3.06 (.74) N=62	3.47 (.72) N=62	3.19 (.94) N=37	3.00 (.71) N=5
93. Monitor reports from...	3.24 (1.01) N=385	2.80 (1.06) N=75	3.31 (1.02) N=144	3.37 (.85) N=62	3.20 (.93) N=60	3.54 (.93) N=37	4.20 (.45) N=5
94. Serve on state-wide...	3.06 (.85) N=386	2.87 (1.00) N=75	3.09 (.82) N=142	3.05 (.76) N=61	3.16 (.89) N=64	3.11 (.70) N=37	3.40 (.55) N=5
95. Participate in the...	3.71 (.94) N=375	3.51 (1.16) N=72	3.73 (.86) N=136	3.95 (.84) N=62	3.61 (.92) N=61	3.73 (.87) N=37	3.60 (.55) N=5
96. Participate in-service...	3.63 (.99) N=381	3.53 (1.10) N=72	3.61 (.95) N=140	3.89 (.91) N=62	3.52 (1.01) N=63	3.59 (.98) N=37	4.00 (.71) N=5
97. Provide leadership and...	3.23 (.83) N=388	2.81 (.91) N=75	3.27 (.84) N=145	3.42 (.72) N=60	3.30 (.73) N=64	3.40 (.69) N=37	4.00 (.71) N=5
98. Develop in conjunction...	2.52 (.90) N=384	2.57 (.98) N=73	2.37 (.83) N=144	2.25 (.74) N=61	2.90 (.92) N=62	2.68 (.91) N=37	2.80 (.84) N=5
99. Maintain the public's...	2.51 (.89) N=387	2.69 (1.02) N=74	2.39 (.86) N=145	2.33 (.75) N=61	2.79 (.94) N=63	2.43 (.80) N=37	2.80 (.45) N=5

Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
100. Develop and maintain...	2.47 (.91) N=384	2.72 (1.00) N=74	2.28 (.91) N=143	2.43 (.90) N=61	2.73 (.81) N=62	2.30 (.74) N=37	2.60 (.89) N=5
101. Prepare news and...	1.91 (.90) N=385	2.34 (1.14) N=74	1.69 (.73) N=144	1.67 (.65) N=61	2.29 (.93) N=62	1.72 (.69) N=37	1.60 (1.34) N=5
102. Assist field staff...	2.35 (.91) N=387	2.50 (1.02) N=74	2.12 (.81) N=145	2.20 (.79) N=61	2.75 (.91) N=63	2.51 (.84) N=37	2.00 (.71) N=5
103. Participate in MSU...	1.93 (.89) N=377	2.21 (.95) N=72	1.70 (.83) N=141	1.80 (.79) N=61	2.33 (1.00) N=60	1.83 (.61) N=36	2.00 (1.00) N=5
104. Represent MSU/CES...	2.35 (.94) N=380	2.50 (1.03) N=72	2.17 (.93) N=143	2.21 (.86) N=61	2.74 (.89) N=61	2.31 (.75) N=36	2.80 (.84) N=5
105. Represent MSU/CES...	2.01 (.88) N=377	2.15 (.92) N=73	1.80 (.87) N=141	1.88 (.78) N=61	2.39 (.87) N=59	1.97 (.65) N=36	2.60 (1.14) N=5
106. Assist County...	2.44 (.95) N=385	2.43 (1.03) N=75	2.28 (.86) N=144	2.11 (.80) N=61	2.87 (.97) N=62	2.78 (.83) N=36	3.00 (.71) N=5
107. Seek financial...	2.22 (.91) N=383	2.36 (1.00) N=73	2.01 (.84) N=144	1.88 (.75) N=61	2.81 (.86) N=62	2.28 (.85) N=36	2.60 (.89) N=5
108. Develop annual CES...	1.85 (.90) N=380	2.22 (1.05) N=72	1.59 (.78) N=144	1.41 (.62) N=62	2.42 (.81) N=60	1.92 (.73) N=36	1.80 (.84) N=5
109. Oversee that county...	2.10 (1.00) N=382	2.48 (1.21) N=73	1.68 (.80) N=142	1.79 (.71) N=61	2.64 (.94) N=62	2.51 (.84) N=37	2.40 (.55) N=5
110. Oversee that...	2.55 (1.10) N=379	2.49 (1.16) N=73	2.11 (.99) N=143	3.07 (.98) N=61	2.63 (.93) N=59	3.00 (.99) N=36	4.20 (.45) N=5



Table D1.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
111. Oversee that...	2.76 (1.06) N=374	2.80 (1.11) N=74	2.47 (1.06) N=137	2.92 (.98) N=60	2.74 (.96) N=61	3.20 (.80) N=35	4.20 (.84) N=5
112. Assist staff in...	2.24 (.85) N=385	2.30 (.95) N=74	2.07 (.81) N=143	2.05 (.74) N=61	2.68 (.86) N=63	2.22 (.67) N=37	2.80 (.45) N=5
113. Monitor county...	2.36 (1.02) N=385	2.69 (1.08) N=74	2.08 (.91) N=144	1.90 (.87) N=61	2.70 (.98) N=62	2.78 (1.03) N=37	3.00 (.71) N=5
114. Present annual...	1.53 (.82) N=384	1.95 (1.10) N=74	1.28 (.56) N=145	1.20 (.44) N=61	1.88 (.95) N=61	1.67 (.76) N=36	1.60 (.55) N=5

Table D2.--Mean responses, standard deviations of mean responses, and number of respondents for the 114 role-definition items of the Regional Extension Supervisor position as it should be performed in Michigan.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
1. Select staff...	2.97 (.64) N=402	2.87 (.87) N=78	2.94 (.60) N=140	3.08 (.49) N=61	2.96 (.60) N=71	3.00 (.48) N=35	3.60 (.55) N=5
2. Identify individual...	3.25 (.71) N=408	3.04 (.90) N=79	3.20 (.68) N=149	3.25 (.51) N=60	3.44 (.73) N=73	3.47 (.56) N=36	3.60 (.55) N=5
3. Know the attitudes...	3.51 (.75) N=400	3.45 (.82) N=80	3.50 (.77) N=148	3.55 (.70) N=60	3.57 (.75) N=72	3.54 (.56) N=35	3.50 (.55) N=5
4. Main staff...	3.47 (.80) N=406	3.32 (.89) N=78	3.55 (.83) N=148	3.51 (.77) N=61	3.53 (.71) N=72	3.39 (.73) N=36	3.20 (.45) N=5
5. Provide information...	3.42 (.90) N=405	3.54 (1.01) N=77	3.39 (.91) N=148	3.43 (.85) N=60	3.42 (.93) N=73	3.36 (.72) N=36	2.80 (.45) N=5
6. Developing staffing...	3.16 (.71) N=405	3.06 (.84) N=78	3.17 (.68) N=146	3.10 (.60) N=61	3.23 (.74) N=73	3.19 (.57) N=37	3.60 (.55) N=5
7. Administer CES...	3.31 (.79) N=404	3.53 (.77) N=78	3.28 (.79) N=145	3.23 (.69) N=61	3.34 (.84) N=73	3.03 (.84) N=36	3.40 (.55) N=5
8. Handle personnel...	3.41 (.78) N=409	3.13 (.97) N=78	3.44 (.78) N=149	3.48 (.56) N=62	3.46 (.71) N=72	3.59 (.69) N=37	3.80 (.45) N=5
9. Conduct periodic...	3.61 (.72) N=407	3.76 (.64) N=80	3.60 (.76) N=146	3.49 (.67) N=61	3.50 (.75) N=72	3.68 (.67) N=37	3.80 (.45) N=5
10. Interview prospective...	3.09 (.67) N=410	2.94 (.90) N=80	3.12 (.60) N=149	3.06 (.54) N=62	3.11 (.64) N=71	3.16 (.55) N=37	3.60 (.55) N=5
11. Recruit candidates...	2.90 (.83) N=406	2.78 (.98) N=78	2.88 (.75) N=148	2.89 (.77) N=62	2.96 (.89) N=70	3.11 (.74) N=37	3.00 (.00) N=5

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
12. Insure fair treatment...	3.73 (.72) N=408	3.81 (.75) N=79	3.81 (.74) N=147	3.79 (.60) N=62	3.50 (.71) N=72	3.65 (.59) N=37	3.80 (.45) N=5
13. Maintain a competent...	3.47 (.73) N=408	3.58 (.73) N=78	3.49 (.79) N=148	3.35 (.63) N=62	3.37 (.74) N=72	3.49 (.61) N=37	4.00 (.00) N=5
14. Present new Extension...	2.86 (1.16) N=407	2.65 (1.28) N=78	2.72 (1.08) N=148	2.97 (.97) N=62	2.97 (1.17) N=71	3.08 (1.32) N=37	4.00 (.00) N=5
15. Assist staff in the...	3.29 (.82) N=410	3.11 (.86) N=79	3.23 (.84) N=149	3.32 (.67) N=62	3.46 (.85) N=72	3.40 (.76) N=37	3.00 (.00) N=5
16. Provide staff with...	2.82 (.99) N=408	3.15 (1.06) N=78	2.73 (.95) N=148	2.74 (.90) N=62	2.72 (1.05) N=72	2.68 (.88) N=37	2.40 (.55) N=5
17. Administer University...	3.36 (.85) N=409	3.35 (.93) N=79	3.36 (.82) N=148	3.39 (.69) N=62	3.25 (1.00) N=72	3.43 (.73) N=37	3.40 (.55) N=5
18. Insure compliance...	3.46 (.79) N=408	3.48 (.83) N=79	3.44 (.76) N=148	3.46 (.76) N=61	3.40 (.90) N=72	3.54 (.73) N=37	3.40 (.55) N=5
19. Provide orientation...	3.08 (.80) N=410	2.90 (.94) N=80	3.13 (.79) N=148	3.00 (.70) N=62	3.12 (.75) N=72	3.19 (.78) N=37	3.40 (.55) N=5
20. Help staff to meet...	3.11 (.77) N=410	2.82 (.88) N=80	3.13 (.79) N=149	3.10 (.56) N=62	3.22 (.75) N=72	3.32 (.71) N=37	3.80 (.45) N=5
21. Assist staff in...	3.14 (.74) N=405	3.06 (.80) N=80	3.09 (.77) N=148	3.10 (.70) N=61	3.26 (.74) N=70	3.28 (.57) N=36	3.60 (.55) N=5
22. Provide staff with...	3.30 (.80) N=405	3.18 (.97) N=79	3.33 (.71) N=147	3.34 (.68) N=61	3.22 (.86) N=71	3.40 (.80) N=37	3.60 (.55) N=5

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
23. Assist field staff...	3.12 (.90) N=404	2.91 (1.00) N=80	3.16 (.92) N=146	3.07 (.75) N=61	3.20 (.90) N=71	3.31 (.79) N=36	3.00 (.71) N=5
24. Encourage field...	3.13 (.79) N=405	2.97 (.95) N=80	3.12 (.74) N=147	3.03 (.60) N=61	3.28 (.86) N=71	3.28 (.66) N=36	3.20 (.45) N=5
25. Encourage field...	3.24 (.74) N=405	3.20 (.86) N=80	3.19 (.74) N=147	3.18 (.67) N=61	3.31 (.73) N=71	3.44 (.56) N=36	3.80 (.45) N=5
26. Encourage field...	3.13 (.81) N=401	2.99 (1.11) N=80	3.17 (.76) N=144	3.12 (.67) N=60	3.01 (.75) N=71	3.47 (.56) N=36	3.20 (.45) N=5
27. Assist field staff...	2.85 (.97) N=407	2.71 (1.13) N=80	2.80 (.96) N=147	2.95 (.91) N=62	2.79 (1.03) N=71	3.16 (.93) N=37	3.20 (.45) N=5
28. Assist field staff...	3.07 (.89) N=407	3.10 (1.04) N=81	2.93 (.84) N=146	3.08 (.79) N=62	3.08 (.94) N=71	3.32 (.71) N=37	3.40 (.55) N=5
29. Assist field staff...	3.15 (.87) N=405	2.99 (1.08) N=81	3.16 (.86) N=146	3.00 (.68) N=61	3.25 (.89) N=71	3.44 (.61) N=36	3.80 (.45) N=5
30. Assist new staff...	2.18 (.91) N=408	2.06 (.97) N=80	2.02 (.86) N=148	2.06 (.72) N=62	2.45 (1.01) N=71	2.57 (.83) N=37	2.80 (.84) N=5
31. Provide field staff...	3.11 (.97) N=395	3.34 (1.12) N=71	3.13 (.97) N=147	3.06 (.90) N=62	2.78 (.87) N=69	3.17 (.94) N=36	3.20 (.45) N=5
32. Organize staff...	3.16 (.90) N=407	2.99 (.91) N=80	3.11 (.94) N=147	3.19 (.85) N=62	3.38 (.82) N=71	3.19 (1.02) N=37	3.40 (.55) N=5
33. Conduct staff...	2.93 (1.01) N=407	2.99 (1.09) N=81	2.86 (1.04) N=147	2.85 (.90) N=62	3.14 (.98) N=70	2.73 (.96) N=37	3.00 (.71) N=5

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
34. Assist field staff...	2.97 (.87) N=406	2.81 (1.01) N=79	2.86 (.83) N=147	2.97 (.75) N=62	3.18 (.87) N=71	3.16 (.76) N=37	3.60 (.55) N=5
35. Assist field staff...	3.20 (.76) N=407	3.02 (.89) N=80	3.18 (.73) N=147	3.13 (.71) N=62	3.42 (.73) N=71	3.32 (.71) N=37	3.80 (.45) N=5
36. Assist field staff...	3.25 (.77) N=407	3.29 (.89) N=80	3.17 (.78) N=147	3.11 (.77) N=62	3.41 (.73) N=71	3.35 (.54) N=37	3.20 (.45) N=5
37. Implement effective...	3.09 (.83) N=406	3.22 (.78) N=80	2.93 (.82) N=147	3.00 (.83) N=62	3.21 (.83) N=71	3.33 (.89) N=36	3.40 (.55) N=5
38. Forecast future...	2.97 (.86) N=405	3.37 (.70) N=79	2.99 (.85) N=146	2.74 (.90) N=62	2.76 (.92) N=71	2.81 (.81) N=37	3.20 (.84) N=5
39. Assist field staff...	2.72 (.84) N=405	2.81 (.84) N=80	2.60 (.81) N=146	2.63 (.77) N=62	2.86 (.97) N=71	2.94 (.75) N=36	2.80 (.45) N=5
40. Assist field staff...	2.48 (.91) N=403	2.64 (.95) N=78	2.34 (.86) N=146	2.32 (.80) N=62	2.51 (.95) N=71	2.81 (1.01) N=36	2.80 (.84) N=5
41. Review field staff...	3.43 (.81) N=409	3.30 (1.04) N=81	3.45 (.77) N=148	3.39 (.66) N=62	3.52 (.79) N=71	3.46 (.77) N=37	3.80 (.45) N=5
42. Be familiar with...	2.98 (.90) N=406	3.45 (.91) N=80	2.68 (.83) N=146	2.77 (.82) N=62	3.11 (.92) N=71	3.22 (.79) N=37	3.20 (.45) N=5
43. Assist field staff...	3.07 (.79) N=405	3.20 (.87) N=79	2.90 (.76) N=147	2.98 (.72) N=61	3.25 (.84) N=71	3.19 (.66) N=37	3.60 (.55) N=5
44. Assist field staff...	2.63 (.81) N=407	2.62 (.86) N=81	2.57 (.78) N=146	2.56 (.69) N=62	2.63 (.90) N=71	2.89 (.81) N=37	3.20 (.84) N=5

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
45. Be familiar with...	3.14 (.83) N=403	3.41 (.94) N=80	3.03 (.77) N=144	3.10 (.82) N=62	3.13 (.84) N=71	3.00 (.74) N=37	3.60 (.55) N=5
46. Assist field staff...	2.85 (.81) N=407	2.93 (.98) N=81	2.70 (.72) N=147	2.79 (.77) N=62	2.96 (.80) N=71	3.08 (.68) N=37	3.40 (.89) N=5
47. Assist state...	3.07 (.91) N=403	3.34 (.93) N=80	2.85 (.91) N=144	3.05 (.89) N=62	3.13 (.91) N=71	3.24 (.80) N=37	3.20 (.84) N=5
48. Meet with local...	2.45 (.96) N=406	2.72 (.96) N=81	2.24 (.92) N=147	2.27 (.77) N=62	2.80 (1.02) N=70	2.27 (1.02) N=37	3.20 (.84) N=5
49. Identify field staff...	2.92 (.86) N=400	3.00 (.96) N=79	2.77 (.84) N=146	2.92 (.74) N=61	3.00 (.83) N=70	3.16 (.87) N=37	3.50 (.58) N=4
50. Maintain an awareness...	3.56 (.77) N=401	3.45 (.90) N=80	3.58 (.76) N=147	3.55 (.67) N=60	3.59 (.75) N=70	3.62 (.68) N=37	3.75 (.50) N=4
51. Maintain an awareness...	3.31 (.87) N=398	3.32 (1.01) N=78	3.28 (.83) N=145	3.29 (.82) N=61	3.34 (.96) N=70	3.32 (.67) N=37	3.25 (.50) N=4
52. Assist field staff...	3.27 (.82) N=399	3.11 (.89) N=79	3.26 (.82) N=146	3.10 (.72) N=61	3.49 (.86) N=70	3.47 (.61) N=36	3.50 (.58) N=4
53. Use monthly reports...	3.61 (.88) N=396	3.56 (.94) N=79	3.83 (.79) N=144	3.70 (.53) N=60	3.13 (1.08) N=69	3.57 (.76) N=37	3.75 (.50) N=4
54. Use monthly reports...	3.12 (.97) N=391	3.29 (.99) N=79	3.25 (.93) N=141	3.15 (.78) N=59	2.57 (1.05) N=68	3.22 (.89) N=37	3.00 (.82) N=4
55. Use monthly reports...	3.56 (.87) N=398	3.52 (.89) N=79	3.77 (.84) N=146	3.53 (.68) N=60	3.13 (1.04) N=69	3.65 (.68) N=37	3.75 (.50) N=4

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
56. Involve Extension staff...	3.15 (.84) N=399	3.35 (.89) N=80	3.10 (.87) N=146	2.98 (.72) N=61	3.19 (.84) N=69	3.06 (.83) N=36	3.50 (.58) N=4
57. Periodically visit...	3.68 (.78) N=402	3.62 (.90) N=81	3.70 (.74) N=146	3.62 (.76) N=61	3.66 (.81) N=70	3.78 (.63) N=37	4.00 (.00) N=4
58. Maintain a liaison...	3.60 (.82) N=396	3.65 (.83) N=79	3.65 (.88) N=144	3.53 (.72) N=60	3.47 (.88) N=70	3.58 (.65) N=36	3.50 (.58) N=4
59. Assist field staff...	2.85 (.80) N=397	2.87 (.88) N=79	2.78 (.77) N=145	2.75 (.75) N=60	2.85 (.81) N=69	3.13 (.82) N=37	3.25 (.50) N=4
60. Identify current...	3.33 (.72) N=400	3.22 (.71) N=78	3.36 (.74) N=145	3.37 (.66) N=62	3.31 (.83) N=70	3.40 (.60) N=37	3.60 (.55) N=5
61. Participate in...	2.89 (.92) N=392	3.13 (.94) N=75	2.83 (.92) N=146	2.69 (.82) N=62	2.81 (.95) N=65	3.00 (.83) N=36	3.40 (.55) N=5
62. Conduct some...	2.33 (.98) N=398	2.94 (.99) N=79	2.06 (.91) N=144	2.02 (.81) N=61	2.52 (.93) N=69	2.27 (.93) N=37	2.60 (.89) N=5
63. Provide regular...	3.64 (.79) N=398	3.60 (.90) N=78	3.72 (.76) N=146	3.56 (.74) N=62	3.54 (.82) N=67	3.73 (.65) N=37	3.60 (.89) N=5
64. Encourage educational...	3.40 (.77) N=397	3.45 (.78) N=80	3.39 (.85) N=144	3.29 (.71) N=61	3.46 (.74) N=67	3.35 (.59) N=37	3.40 (.55) N=5
65. Insure that...	3.09 (.83) N=399	3.25 (.85) N=80	3.04 (.85) N=145	3.05 (.78) N=61	2.97 (.90) N=68	3.13 (.63) N=37	3.60 (.55) N=5
66. Assist field staff...	2.86 (.87) N=401	2.80 (.91) N=79	2.84 (.83) N=146	2.93 (.83) N=62	2.84 (.92) N=69	3.03 (.96) N=37	3.00 (.71) N=5

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
67. Oversee that program...	2.90 (.89) N=396	2.86 (.92) N=79	2.88 (.87) N=145	2.89 (.81) N=62	2.88 (1.01) N=66	3.08 (.86) N=37	3.20 (.45) N=5
68. Oversee that program...	2.77 (.89) N=399	2.87 (.88) N=79	2.63 (.87) N=145	2.74 (.87) N=62	2.85 (.99) N=69	2.92 (.86) N=37	3.60 (.55) N=5
69. Identify and select...	2.96 (1.01) N=398	2.88 (1.09) N=78	2.90 (1.09) N=145	2.97 (.99) N=62	3.06 (.89) N=69	3.17 (.77) N=36	3.20 (.45) N=5
70. Participate in the...	3.42 (.87) N=400	3.35 (.890) N=79	3.45 (.93) N=145	3.34 (.85) N=62	3.43 (.76) N=69	3.51 (.87) N=37	3.60 (.55) N=5
71. Assist field staff...	2.90 (.90) N=399	2.78 (.94) N=79	2.80 (.92) N=144	3.00 (.79) N=62	3.06 (.91) N=69	3.03 (.93) N=37	3.40 (.55) N=5
72. Monitor progress...	3.33 (.82) N=400	3.52 (.92) N=79	3.23 (.79) N=147	3.29 (.78) N=62	3.21 (.78) N=68	3.58 (.81) N=36	3.60 (.55) N=5
73. Encourage field...	3.25 (.75) N=401	3.25 (.78) N=79	3.14 (.76) N=147	3.21 (.66) N=62	3.43 (.76) N=69	3.39 (.77) N=36	3.40 (.55) N=5
74. Conduct periodic...	3.16 (1.00) N=400	3.56 (.87) N=79	2.94 (1.03) N=146	2.90 (.95) N=62	3.42 (.95) N=69	3.05 (.97) N=37	3.40 (.89) N=5
75. Conduct periodic...	3.29 (.86) N=398	3.49 (.82) N=77	3.23 (.91) N=146	3.05 (.82) N=62	3.38 (.81) N=69	3.30 (.91) N=37	3.20 (.45) N=5
76. Conduct on site...	3.34 (1.00) N=395	3.52 (1.01) N=77	3.40 (.98) N=146	3.45 (.97) N=62	2.77 (.96) N=66	3.49 (.96) N=37	3.80 (.45) N=5
77. Assist field staff...	2.49 (.95) N=399	2.56 (1.03) N=78	2.42 (.88) N=146	2.19 (.74) N=62	2.61 (1.07) N=69	2.84 (1.07) N=37	2.50 (.58) N=4



Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
78. Provide timely...	3.46 (.79) N=398	3.43 (.80) N=79	3.42 (.79) N=146	3.46 (.76) N=61	3.46 (.94) N=68	3.73 (.56) N=37	3.40 (.55) N=5
79. Approve out-of-state...	3.19 (1.05) N=394	3.23 (1.13) N=78	3.39 (.96) N=143	3.31 (.95) N=62	2.61 (1.11) N=66	3.00 (.97) N=37	4.00 (1.00) N=5
80. Administer the...	2.98 (1.10) N=398	2.73 (1.11) N=79	2.99 (1.09) N=145	3.08 (1.04) N=62	2.64 (1.18) N=67	2.68 (.91) N=37	3.00 (.71) N=5
81. Maintain the lines...	3.44 (.85) N=400	3.57 (.80) N=79	3.41 (.95) N=145	3.42 (.71) N=62	3.43 (.95) N=69	3.38 (.64) N=37	3.20 (.45) N=5
82. Represent field staff...	3.47 (.93) N=399	3.38 (.96) N=79	3.57 (.93) N=146	3.56 (.82) N=62	3.21 (1.11) N=68	3.50 (.61) N=36	3.60 (.55) N=5
83. Represent central CES...	3.34 (.86) N=394	3.33 (.81) N=79	3.29 (.88) N=143	3.61 (.82) N=62	3.16 (1.01) N=67	3.39 (.64) N=36	3.80 (.45) N=5
84. Schedule regional...	3.66 (.78) N=397	3.49 (.84) N=80	3.64 (.82) N=144	3.77 (.64) N=62	3.65 (.75) N=68	3.83 (.74) N=36	4.00 (.00) N=5
85. Coordinate specialists...	2.32 (1.06) N=398	3.00 (1.02) N=79	2.06 (1.05) N=146	2.21 (.99) N=62	2.18 (1.08) N=68	2.42 (.84) N=36	2.20 (.84) N=5
86. Assist County Extension...	2.64 (1.00) N=396	2.70 (.95) N=79	2.58 (1.00) N=145	2.32 (.88) N=62	2.77 (1.11) N=66	3.03 (.96) N=37	3.00 (.71) N=5
87. Handle clientele...	2.76 (.91) N=398	2.86 (.87) N=80	2.69 (.87) N=144	2.63 (.98) N=62	2.72 (.99) N=68	3.03 (.93) N=37	3.20 (.45) N=5
88. Meet with county board...	2.61 (.95) N=399	2.67 (1.00) N=80	2.52 (.93) N=145	2.53 (.97) N=62	2.48 (.92) N=68	3.05 (.94) N=37	3.20 (.45) N=5

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
89. Encourage program and...	3.30 (.79) N=400	3.24 (.73) N=80	3.16 (.81) N=146	3.27 (.75) N=62	3.54 (.80) N=68	3.51 (.77) N=37	3.80 (.45) N=5
90. Encourage program and...	3.05 (.88) N=399	2.94 (.97) N=80	3.10 (.82) N=146	3.08 (.76) N=61	2.90 (1.02) N=68	3.24 (.80) N=37	3.60 (.55) N=5
91. Develop and maintain...	2.59 (.97) N=397	2.74 (.97) N=78	2.42 (.91) N=146	2.55 (.97) N=62	2.72 (1.06) N=67	2.57 (.99) N=37	3.60 (.55) N=5
92. Handle staff and...	3.33 (.91) N=396	2.92 (1.06) N=80	3.37 (.89) N=143	3.40 (.71) N=62	3.49 (.86) N=67	3.57 (.80) N=37	3.80 (.45) N=5
93. Monitor reports from...	3.16 (1.02) N=397	3.05 (.98) N=80	3.19 (1.02) N=146	3.39 (.93) N=62	2.82 (1.12) N=66	3.39 (.96) N=36	3.80 (.45) N=5
94. Serve on state-wide...	3.19 (.89) N=398	3.30 (.91) N=80	3.20 (.88) N=143	3.05 (.84) N=61	3.14 (.99) N=69	3.16 (.80) N=37	3.60 (.55) N=5
95. Participate in the...	3.70 (.96) N=393	3.74 (.97) N=78	3.75 (.87) N=142	3.81 (.95) N=62	3.42 (1.13) N=67	3.65 (.98) N=37	3.60 (.55) N=5
96. Participate in-service...	3.86 (.91) N=397	3.85 (.98) N=80	3.83 (.91) N=143	4.02 (.91) N=62	3.69 (.92) N=68	4.03 (.69) N=37	3.80 (.45) N=5
97. Provide leadership and...	3.40 (.79) N=397	3.20 (.81) N=78	3.44 (.82) N=146	3.48 (.75) N=60	3.36 (.80) N=69	3.49 (.65) N=37	3.60 (.55) N=5
98. Develop in conjunction...	2.99 (.92) N=394	3.21 (.82) N=77	2.96 (.92) N=144	2.69 (.88) N=61	3.01 (1.00) N=68	3.03 (.93) N=37	3.00 (.71) N=5
99. Maintain the public's...	2.88 (.91) N=397	3.26 (.86) N=78	2.83 (.90) N=145	2.62 (.84) N=61	2.85 (.96) N=69	2.73 (.87) N=37	3.00 (.71) N=5

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
100. Develop and maintain...	2.81 (.94) N=395	3.22 (.90) N=77	2.63 (.92) N=145	2.64 (.93) N=61	2.91 (.93) N=68	2.68 (.94) N=37	3.20 (.45) N=5
101. Prepare news and...	2.32 (1.05) N=398	2.94 (1.13) N=78	2.20 (.98) N=146	2.07 (.89) N=61	2.36 (1.10) N=69	1.92 (.72) N=37	2.00 (1.22) N=5
102. Assist field staff...	3.08 (.89) N=396	3.26 (.92) N=78	3.03 (.84) N=145	2.90 (.89) N=61	3.10 (1.02) N=69	3.11 (.62) N=36	2.60 (.55) N=5
103. Participate in MSU...	2.07 (.95) N=392	2.47 (1.09) N=76	1.83 (.84) N=144	1.95 (.90) N=61	2.27 (1.02) N=67	1.97 (.76) N=37	2.60 (.55) N=5
104. Represent MSU/CES...	2.56 (.94) N=398	2.91 (.97) N=78	2.35 (.95) N=146	2.39 (.84) N=61	2.77 (.91) N=69	2.46 (.80) N=37	3.00 (.71) N=5
105. Represent MSU/CES...	2.23 (.99) N=393	2.64 (.97) N=77	1.99 (1.00) N=144	2.00 (.89) N=61	2.42 (.94) N=67	2.22 (.92) N=37	3.00 (1.00) N=5
106. Assist County...	2.87 (.96) N=396	3.17 (.99) N=77	2.82 (.96) N=144	2.48 (.81) N=61	2.84 (1.01) N=69	3.08 (.83) N=37	3.20 (.84) N=5
107. Seek financial...	2.82 (1.02) N=395	3.18 (1.03) N=77	2.74 (1.05) N=145	2.44 (.92) N=61	2.93 (.97) N=68	2.81 (.91) N=37	3.00 (.71) N=5
108. Develop annual CES...	2.11 (1.03) N=392	2.76 (1.15) N=78	1.86 (.95) N=144	1.67 (.93) N=61	2.26 (.85) N=65	2.19 (.74) N=37	2.00 (1.00) N=5
109. Oversee that county...	2.55 (1.13) N=395	3.08 (1.24) N=79	2.37 (1.11) N=142	1.97 (.84) N=61	2.59 (1.03) N=68	2.86 (.98) N=37	2.80 (.84) N=5
110. Oversee that...	2.87 (1.09) N=395	3.09 (1.09) N=79	2.61 (1.06) N=145	3.07 (1.00) N=61	2.54 (1.10) N=66	3.35 (.92) N=37	4.00 (.00) N=5

Table D2.--Continued.

Mean (Standard Deviation) Number of Respondents	TOTAL	PA	CEA	CED	SPEC	APT	RS
111. Oversee that...	2.98 (1.07) N=389	3.22 (1.08) N=78	2.79 (1.03) N=141	3.02 (1.07) N=60	2.69 (1.10) N=67	3.42 (.81) N=36	4.00 (.71) N=5
112. Assist staff in...	2.94 (.91) N=397	3.02 (1.07) N=79	2.92 (.85) N=145	2.77 (.90) N=61	3.03 (.93) N=68	2.84 (.80) N=37	3.20 (.45) N=5
113. Monitor county...	2.55 (1.08) N=398	3.04 (1.05) N=79	2.32 (1.04) N=145	2.10 (.98) N=61	2.65 (1.06) N=68	2.95 (1.00) N=37	3.00 (.71) N=5
114. Present annual...	1.67 (.96) N=396	2.29 (1.27) N=78	1.41 (.70) N=145	1.34 (.65) N=61	1.76 (1.02) N=68	1.75 (.77) N=36	1.60 (.55) N=5

## APPENDIX E

ADMINISTRATIVE TASKS OF THE REGIONAL EXTENSION SUPERVISORS  
IN MICHIGAN AS THEY ARE CURRENTLY BEING PERFORMED AND  
AS THEY SHOULD BE PERFORMED

ADMINISTRATIVE TASKS OF REGIONAL SUPERVISORS IN MICHIGAN AS THEY ARE CURRENTLY PERFORMED (based upon mean scores of the total population in this study)

MEAN SCORES (3.707 - 3.130)

1. Participate in the monthly Administrative meetings on campus (3.707). (AP)
2. Conduct periodic appraisals of county, district and regional staff in the region (3.637). (PM)
3. Participate in in-service education appropriate to the administrative role of the Regional Extension Supervisor (3.630). (AP)
4. Use monthly reports to keep informed of programming accomplishments in the region by county, district and regional Extension staff (3.536). (EP)
5. Use monthly reports to keep informed of effectively using paraprofessionals as a means of extending the total programming efforts of the county (3.435). (EP)
6. Schedule regional staff conferences and opportunities for field staff interaction when appropriate (3.409). (AP)
7. Review field staff plans of work and make suggestions for improvement (3.331). (PD)
8. Conduct on site Civil Rights compliance reviews in the region (3.305). (PEA)
9. Participate in the Program Review and Planning Process for counties in the region (3.289). (PEA)
10. Represent central CES administration in discussions with field staff, program staff, specialists, and MSU colleges or units which relate to Extension work (3.275). (AP)
11. Insure compliance with County, Michigan State University and Extension personnel policies and procedures within the region (3.259). (PM)
12. Identify individual strengths and weaknesses of Extension staff in the region (3.246). (PM)
13. Monitor reports from field staff to assure they are submitted on time (3.242). (AP)
14. Provide leadership and input for regional and statewide activities such as regional conferences, lay leader visits/legislative tours (3.235). (AP)
15. Monitor progress being made by county, district and regional staff towards their Affirmative Action plans (3.223). (PEA)
16. Know the attitudes of Extension staff in the region towards the CES organization (3.210). (PM)
17. Approve out-of-state travel requests and leaves of absence for staff in the region (3.183). (AP)
18. Maintain an awareness of on-going programming in the region by county, district and regional Extension staff (3.174). (EP)
19. Administer CES policies and procedures relating to continuing employment of Extension field staff in the region (3.141). (PM)
20. Insure fair treatment of all Extension staff within the region (3.137). (PM)

## MEAN SCORES (3.130 - 2.870)

21. Maintain a liaison with University administrators, Extension specialists and field staff in order to provide effective Extension programs (3.130). (EP)
22. Provide timely information and interpretation of CES policies and procedures as they relate to county field staff and programs (3.116). (AP)
23. Handle personnel problems/conflict in the region (3.109). (PM)
24. Administer University and Extension Service policies and procedures for handling staff disciplinary problems within the region (3.089). (PM)
25. Provide regular written and/or verbal feedback on programming accomplishments to county, district and regional staff in the region (3.089). (EP)
26. Identify current and potential program successes and failures of field staff in the region (3.082). (EP)
27. Provide information and procedures to staff for filing grievances and appeals (3.072). (PM)
28. Serve on statewide committees concerned with Extension policy and/or programming (3.060). (AP)
29. Represent field staff in discussions with program staff, specialists, central CES administration, and MSU colleges or units which relate to Extension work (3.047). (AP)
30. Periodically visit field staff to observe and become familiar with their programming efforts (3.015). (EP)
31. Maintain a competent staff within the region (3.010). (PM)
32. Maintain the lines of communications and internal relationships between field staff, program staff, specialists, central CES administration, and MSU colleges or units which relate to Extension work (3.010). (AP)
33. Encourage educational programming efforts across all program areas by county, district and regional staff in the region (2.982). (EP)
34. Handle staff and program conflicts within the region (2.959). (AP)
35. Interview prospective candidates for open positions within the region (2.941). (PM)
36. Encourage field staff to participate in in-service education and other activities which will help to provide skills needed for evaluating programs in terms of behavior change (2.903). (PEA)
37. Maintain staff solidarity, morale and esprit de corps in the region (2.901). (PM)
38. Select staff for vacant county, district and regional Extension positions within the region (2.881). (PM)
39. Identify and select individuals to participate in the County Program Review and Planning Process for counties in the region (2.870). (PEA)

## MEAN SCORES (2.869 - 2.653)

40. Administer the policies and procedures relating to penalty mail allocations for the region (2.869). (AP)
41. Conduct periodic informal evaluations of county, district and regional Extension programs (2.856). (PEA)
42. Encourage program and staff cooperation between county Extension offices (2.851). (AP)
43. Develop staffing alternatives for county(ies) and the region (2.822). (PM)
44. Maintain an awareness of on-going programming in the region by campus based Extension specialists (2.820). (EP)
45. Assist staff in the region in developing a positive working relationship with other Extension staff (2.789). (PM)
46. Provide field staff with EEO and Title IX information (2.783). (SOD)
47. Use monthly reports to keep informed of programming accomplishments in the region by campus based Extension specialists (2.783). (EP)
48. Assist field staff in implementing the long-range objectives of the Cooperative Extension Service in their Region (2.763). (PD)
49. Oversee that counties file their annual Expenditure and Appropriated Funds reports on time (2.757). (BF)
50. Be familiar with program development in the subject matter areas of Extension programs (2.756). (PD)
51. Assist field staff in the development of relevant, useful and functional plans of work (2.742). (PC)
52. Assist staff in interpreting, accepting and implementing the Extension philosophy of public service as an integral dimension of the land grant university-system (2.737). (SOD)
53. Provide staff with procedures for conducting effective self-appraisals (2.727). (SOD)
54. Encourage program and staff cooperation within county Extension offices (2.704). (AP)
55. Insure that priorities are given to educational program needs at the local level (2.703). (EP)
56. Identify field staff and clientele from the region to serve on statewide programming committees (2.689). (PD)
57. Present new Extension field staff to the County Board of Commissioners (2.686). (PM)
58. Encourage field staff to develop and pursue professional development in educational competencies (2.678). (SGD)
59. Conduct periodic in-depth evaluations of county, district and regional Extension programs (2.653). (PEA)



## MEAN SCORES (2.649 - 2.492)

- 60. Assist field staff in incorporating cross county, multi-county and regional programming into Extension program plans (2.649). (EP)
- 61. Assist field staff in establishing long-range and short-term program priorities for their county, district or regional responsibility (2.644). (PD)
- 62. Organize staff in-service opportunities when needed in the region (2.628). (SOD)
- 63. Implement effective methods of reaching Extension's goals within the region (2.620). (PD)
- 64. Involve Extension staff and clientele in identifying ways in which Extension programs can be improved, have greater impacts and serve additional audiences (2.614). (EP)
- 65. Help staff to meet the expectations of colleagues, administrators and clientele groups to be served (2.597). (SOD)
- 66. Be familiar with population and employment trends of the counties in the region (2.587). (PD)
- 67. Encourage field staff to develop and pursue professional development in technical competencies (2.578). (SOD)
- 68. Recruit candidates for open field staff positions within the region (2.556). (PM)
- 69. Oversee that counties have their non-appropriated funds audited annually by an auditor independent of the Extension organization (2.546). (BF)
- 70. Assist field staff in developing personal plans and long-term personal goals (2.541). (SOD)
- 71. Encourage field staff to develop and pursue professional development in administrative competencies (2.537). (SOD)
- 72. Assist field staff in conducting evaluations of county programs (2.536). (PEA)
- 73. Assist field staff in becoming familiar with CES/MSU/USDA policies and procedures (2.533). (SOD)
- 74. Handle clientele concerns in areas such as staffing, programming, and Affirmative Action (2.521). (AP)
- 75. Develop in conjunction with the County Extension Directors a CES public relations plan for the counties which will address the needs of the general public, key leaders, and elected officials in the region (2.518). (PR)
- 76. Maintain the public's understanding and support for Extension programs in the region (2.514). (PR)
- 77. Oversee that program results which are being measured by field staff reflect behavior change (2.508). (PEA)
- 78. Provide orientation for new employees to their Extension roles (2.496). (SOD)
- 79. Assist field staff in developing professional plans and long-term career goals (2.492). (SOD)

## MEAN SCORES (2.491 - 2.258)

- 80. Assist field staff when appropriate in effectively using paraprofessionals as a means of extending the total programming efforts of the county (2.491). (EP)
- 81. Assist field staff in effectively using support organizations and audiences in Extension programming (2.472). (PD)
- 82. Develop and maintain a liaison with other state, county or community agencies in the region (2.469). (PR)
- 83. Participate in Extension programs within the region (2.462). (EP)
- 84. Assist County Extension Directors in securing adequate county funds for all phases of county Extension work (2.439). (BF)
- 85. Oversee that program effectiveness is measured in terms of cost, time and appropriate use of funds (2.420). (PEA)
- 86. Assist field staff in effectively using advisory councils (2.398). (PD)
- 87. Provide staff with policies and procedures relating to staff benefits (2.396). (PM)
- 88. Forecast future trends or needs of the Extension Service (2.393). (PD)
- 89. Assist state specialists in identifying programming needs for the region (2.379). (PD)
- 90. Conduct staff in-service opportunities when needed in the region (2.378). (SOD)
- 91. Assist field staff in the preparation of reports which reflect degrees of educational accomplishment (2.378). (PEA)
- 92. Meet with county board members in areas such as staffing, programming, and Affirmative Action (2.361). (AP)
- 93. Assist field staff in becoming familiar with the CES Administrative handbook (2.359). (SOD)
- 94. Monitor county Extension budgets for the region (2.356). (BF)
- 95. Assist field staff in developing a marketing plan for increasing Extension's visibility in the region (2.354). (PR)
- 96. Represent MSU/CES on various committees within the region (2.353). (PR)
- 97. Develop and maintain relationships with key clientele within the region (2.334). (AP)
- 98. Assist County Extension Directors in negotiating budgets, staffing and office space arrangements with county officials (2.297). (AP)
- 99. Assist field staff in effectively using volunteer leaders in Extension programs (2.263). (PD)
- 100. Assist field staff in getting increased participation in Extension educational activities (2.258). (PD)

## MEAN SCORES (2.242 - 1.531)

- 101. Assist staff in developing proposals for outside funding of Extension programs (2.242). (BF)
- 102. Seek financial support in addition to county appropriated funds to develop/expand county Extension programs (2.219). (BF)
- 103. Assist field staff in preparing their Annual Reports (2.169). (PEA)
- 104. Oversee that county appropriated monies are equitably divided so that all staff have reasonable support to carry out their Extension programs (2.105). (BF)
- 105. Meet with local advisory groups to identify Extension programming priorities for the region (2.062). (PD)
- 106. Represent MSU/CES in non-Extension community events within the region (2.011). (PR)
- 107. Assist field staff in data collection and analysis procedures for assessing local situations and educational needs (2.010). (PD)
- 108. Coordinate specialists visits to the region (1.992). (AP)
- 109. Assist new staff in becoming acquainted with the community (1.947). (SOD)
- 110. Participate in MSU Alumni Association activities in the region (1.934). (PR)
- 111. Prepare news and other Extension information releases appropriate to the region (1.914). (PR)
- 112. Conduct some educational programs within the Region (1.856). (EP)
- 113. Develop annual Cooperative Extension Service budget requests for counties in the region (1.850). (BF)
- 114. Present annual county Extension budgets to the County Board of Commissioners (1.531). (BF)

PM = Personnel Management  
 SOD = Staff Orientation and Development  
 PD = Program Development  
 EP = Extension Programming  
 PEA = Program Evaluation and Accountability  
 AP = Administration and Policy  
 PR = Public Relations  
 BF = Budgeting and Financing

ADMINISTRATIVE TASKS OF REGIONAL SUPERVISORS IN MICHIGAN AS THEY SHOULD BE PERFORMED (based upon mean scores of the total population in this study)

MEAN SCORES (3.861 - 3.403)

1. Participate in in-service education appropriate to the administrative role of the Regional Extension Supervisor (3.861). (AP)
2. Insure fair treatment of all Extension staff within the region (3.735). (PM)
3. Participate in the monthly Administrative meetings on campus (3.695). (AP)
4. Periodically visit field staff to observe and become familiar with their programming efforts (3.679). (EP)
5. Schedule regional staff conferences and opportunities for field staff interaction when appropriate (3.657). (AP)
6. Provide regular written and/or verbal feedback on programming accomplishments to county, district and regional staff in the region (3.643). (EP)
7. Conduct periodic appraisals of county, district and regional staff in the region (3.614). (PM)
8. Use monthly reports to keep informed of programming accomplishments in the region by county, district and regional Extension staff (3.614). (EP)
9. Maintain a liaison with University administrators, Extension specialists and field staff in order to provide effective Extension programs (3.598). (EP)
10. Use monthly reports to keep informed of effectively using paraprofessionals as a means of extending the total programming efforts of the county (3.565). (EP)
11. Maintain an awareness of on-going programming in the region by county, district and regional Extension staff (3.564). (EP)
12. Know the attitudes of Extension staff in the region towards the CES organization (3.512). (PM)
13. Maintain staff solidarity, morale and esprit de corps in the region (3.475). (PM)
14. Maintain a competent staff within the region (3.471). (PM)
15. Represent field staff in discussions with program staff, specialists, central CES administration, and MSU colleges or units which relate to Extension work (3.469). (AP)
16. Provide timely information and interpretation of CES policies and procedures as they relate to county field staff and programs (3.465). (AP)
17. Insure compliance with County, Michigan State University and Extension personnel policies and procedures within the region (3.461). (PM)
18. Maintain the lines of communications and internal relationships between field staff, program staff, specialists, central CES administration, and MSU colleges or units which relate to Extension work (3.440). (AP)
19. Review field staff plans of work and make suggestions for improvement (3.430). (PD)

## MEAN SCORES (3.427 - 3.252)

20. Provide information and procedures to staff for filing grievances and appeals (3.427). (PM)
21. Participate in the Program Review and Planning Process for counties in the region (3.420). (PEA)
22. Handle personnel problems/conflict in the region (3.406). (PM)
23. Encourage educational programming efforts across all program areas by county, district and regional staff in the region (3.398). (EP)
24. Provide leadership and input for regional and statewide activities such as regional conferences, lay leader visits/legislative tours (3.398). (AP)
25. Administer University and Extension Service policies and procedures for handling staff disciplinary problems within the region (3.357). (PM)
26. Represent central CES administration in discussions with field staff, program staff, specialists, and MSU colleges or units which relate to Extension work (3.345). (AP)
27. Conduct on site Civil Rights compliance reviews in the region (3.344). (PEA)
28. Identify current and potential program successes and failures of field staff in the region (3.335). (EP)
29. Monitor progress being made by county, district and regional staff towards their Affirmative Action plans (3.332). (PEA)
30. Handle staff and program conflicts within the region (3.331). (AP)
31. Administer CES policies and procedures relating to continuing employment of Extension field staff in the region (3.312). (PM)
32. Maintain an awareness of on-going programming in the region by campus based Extension specialists (3.309). (EP)
33. Provide staff with procedures for conducting effective self-appraisals (3.299). (SOD)
34. Encourage program and staff cooperation between county Extension offices (3.297). (AP)
35. Assist staff in the region in developing a positive working relationship with other Extension staff (3.288). (PM)
36. Conduct periodic informal evaluations of county, district and regional Extension programs (3.286). (PEA)
37. Assist field staff in incorporating cross county, multi-county and regional programming into Extension program plans (3.271). (EP)
38. Identify individual strengths and weaknesses of Extension staff in the region (3.255). (PM)
39. Encourage field staff to participate in in-service education and other activities which will help to provide skills needed for evaluating programs in terms of behavior change (3.252). (PEA)

## MEAN SCORES (3.246 - 3.088)

40. Assist field staff in implementing the long-range objectives of the Cooperative Extension Service in their Region (3.246). (PD)
41. Encourage field staff to develop and pursue professional development in educational competencies (3.244). (SOD)
42. Assist field staff in the development of relevant, useful and functional plans of work (3.204). (PD)
43. Serve on statewide committees concerned with Extension policy and/or programming (3.191). (AP)
44. Approve out-of-state travel requests and leaves of absense for staff in the region (3.190). (AP)
45. Organize staff in-service opportunities when needed in the region (3.165). (SOD)
46. Monitor reports from field staff to assure they are submitted on time (3.164). (AP)
47. Develop staffing alternatives for county(ies) and the region (3.160). (PM)
48. Conduct periodic in-depth evaluations of county, district and regional Extension programs (3.157). (PEA)
49. Assist field staff in developing professional plans and long-term career goals (3.153). (SOD)
50. Involve Extension staff and clientele in identifying ways in which Extension programs can be improved, have greater impacts and serve additional audiences (3.150). (EP)
51. Assist staff in interpreting, accepting and implementing the Extension philosophy of public service as an integral dimension of the land grant university-system (3.141). (SOD)
52. Be familiar with program development in the subject matter areas of Extension programs (3.139). (PD)
53. Encourage field staff to develop and pursue professional development in administrative competencies (3.132). (SOD)
54. Encourage field staff to develop and pursue professional development in technical competencies (3.126). (SOD)
55. Use monthly reports to keep informed of programming accomplishments in the region by campus based Extension specialists (3.120). (EP)
56. Assist field staff in developing personal plans and long-term personal goals (3.119). (SOD)
57. Provide field staff with EEO and Title IX information (3.109). (SOD)
58. Help staff to meet the expectations of colleagues, administrators and clientele groups to be served (3.107). (SOD)
59. Implement effective methods of reaching Extension's goals within the region (3.091). (PD)
60. Interview prospective candidates for open positions within the region (3.088). (PM)
61. Insure that priorities are given to educational program needs at the local level (3.088). (EP)

## MEAN SCORES (3.080 - 2.882)

- |   |       |
|---|-------|
| 62. Provide orientation for new employees to their Extension roles (3.080).   | (SOD) |
| 63. Assist field staff in developing a marketing plan for increasing Extension's visibility in the region (3.076).  | (PR)  |
| 64. Assist state specialists in identifying programming needs for the region (3.074).   | (PD)  |
| 65. Assist field staff in establishing long-range and short-term program priorities for their county, district or regional responsibility (3.069).  | (PD)  |
| 66. Assist field staff in becoming familiar with CES/MSU/USDA policies and procedures (3.066).  | (SOD) |
| 67. Encourage program and staff cooperation <u>within</u> county Extension offices (3.048).   | (AP)  |
| 68. Develop in conjunction with the County Extension Directors a CES public relations plan for the counties which will address the needs of the general public, key leaders, and elected officials in the region (2.987). | (PR)  |
| 69. Be familiar with population and employment trends of the counties in the region (2.980).  | (PD)  |
| 70. Oversee that counties file their annual Expenditure and Appropriated Funds reports on time (2.977).   | (BF)  |
| 71. Select staff for vacant county, district and regional Extension positions within the region (2.975).  | (PM)  |
| 72. Forecast future trends or needs of the Extension Service (2.972).   | (PD)  |
| 73. Assist field staff in effectively using advisory councils (2.968).  | (PD)  |
| 74. Identify and select individuals to participate in the County Program Review and Planning Process for counties in the region (2.957).  | (PEA) |
| 75. Assist staff in developing proposals for outside funding of Extension programs (2.937).   | (BF)  |
| 76. Conduct staff in-service opportunities when needed in the region (2.934).   | (SOD) |
| 77. Identify field staff and clientele from the region to serve on statewide programming committees (2.921).  | (PD)  |
| 78. Assist field staff in conducting evaluations of county programs (2.902).  | (PEA) |
| 79. Recruit candidates for open field staff positions within the region (2.899).  | (PM)  |
| 80. Oversee that program results which are being measured by field staff reflect behavior change (2.896).   | (PEA) |
| 81. Participate in Extension programs within the region (2.895).  | (EP)  |
| 82. Maintain the public's understanding and support for Extension programs in the region (2.882).   | (PR)  |

## MEAN SCORES (2.879)

83. Administer the policies and procedures relating to penalty mail allocations for the region (2.879). (AP)
84. Assist County Extension Directors in securing adequate county funds for all phases of county Extension work (2.871). (BF)
85. Oversee that counties have their non-appropriated funds audited annually by an auditor independent of the Extension organization (2.866). (BF)
86. Assist field staff in the preparation of reports which reflect degrees of educational accomplishment (2.865). (PEA)
87. Present new Extension field staff to the County Board of Commissioners (2.862). (PM)
88. Assist field staff when appropriate in effectively using paraprofessionals as a means of extending the total programming efforts of the county (2.851). (EP)
89. Assist field staff in becoming familiar with the CES Administrative handbook (2.848). (SOD)
90. Assist field staff in effectively using support organizations and audiences in Extension programming (2.848). (PD)
91. Seek financial support in addition to county appropriated funds to develop/expand county Extension programs (2.825). (BF)
92. Provide staff with policies and procedures relating to staff benefits (2.819). (PM)
93. Develop and maintain a liaison with other state, county or community agencies in the region (2.810). (PR)
94. Oversee that program effectiveness is measured in terms of cost, time and appropriate use of funds (2.774). (PEA)
95. Handle clientele concerns in areas such as staffing, programming, and Affirmative Action (2.761). (AP)
96. Assist field staff in getting increased participation in Extension educational activities (2.721). (PD)
97. Assist County Extension Directors in negotiating budgets, staffing and office space arrangements with county officials (2.639). (AP)
98. Assist field staff in effectively using volunteer leaders in Extension programs (2.631). (PD)
99. Meet with county board members in areas such as staffing, programming, and Affirmative Action (2.607). (AP)
100. Develop and maintain relationships with key clientele within the region (2.589). (AP)
101. Represent MSU/CES on various committees within the region (2.560). (PR)



## MEAN SCORES (2.555 -1.669)

- 102. Monitor county Extension budgets for the region (2.555). (BF)
- 103. Oversee that county appropriated monies are equitably divided so that all staff have reasonable support to carry out their Extension programs (2.554). (BF)
- 104. Assist field staff in preparing their Annual Reports (2.489). (PEA)
- 105. Assist field staff in data collection and analysis procedures for assessing local situations and educational needs (2.479). (PD)
- 106. Meet with local advisory groups to identify Extension programming priorities for the region (2.453). (PD)
- 107. Conduct some educational programs within the Region (2.334). (EP)
- 108. Coordinate specialists visits to the region (2.324). (AP)
- 109. Prepare news and other Extension information releases appropriate to the region (2.324). (PR)
- 110. Represent MSU/CES in non-Extension community events within the region (2.232). (PR)
- 111. Assist new staff in becoming acquainted with the community (2.179). (SOD)
- 112. Develop annual Cooperative Extension Service budget requests for counties in the region (2.122). (BF)
- 113. Participate in MSU Alumni Association activities in the region (2.074). (PR)
- 114. Present annual county Extension budgets to the County Board of Commissioners (1.669). (BF)

PM = Personnel Management

SOD = Staff Orientation and Development

PD = Program Development

EP = Extension Programming

PEA = Program Evaluation and Accountability

AP = Administration and Policy

PR = Public Relations

BF = Budgeting and Financing

## APPENDIX F

### COMMENTS FROM RESPONDENTS, BY POSITION GROUP

## COMMENTS FROM THE PARAPROFESSIONALS

Because of my very limited knowledge of the role and responsibility of this position, I would feel uncomfortable completing this survey. I hope this is of minor inconvenience to you. (27)

I have only seen the Regional Extension Supervisor (RES) about three times. Once was a civil rights meeting. I hope that I will see more of our supervisor and be able to learn more about their roles and responsibilities.

The survey under the category "Responsibility as is" was not completed due to the reason that I'm unfamiliar with what the Regional Extension Supervisor's responsibilities are currently.

If we have a full staff in each county, I don't see a need for the Regional Supervisor unless I don't see his or her job duties clarified or unless I'm not dealing with him or her directly and understand their roles. With everything listed as their responsibility, I don't see how they can get their job done in each of the counties they work in.

I haven't worked that closely with our Regional Supervisor, but have enjoyed sharing my programs with them.

If a RES has to do all the work I just assigned to him/her - the day needs more than 24 hours.

As a county-funded program assistant I have met the Regional Supervisor, but our contact is limited to only a verbal greeting and reading his/her C-Mail messages when they're circulated among staff. I know only two things about the position - monthly reports are sent to him/her and he/she does the annual review for board appointed staff. That is not enough information for me to be able to intelligently answer the first ten pages.

I guessed at most of my answers as I know "nothing" about the position. Question #5 - Procedures for filing Grievances has never been brought to my attention (in four years) - and I would really like to know it.

Questions left blank are those for which I have no personal knowledge. (4)

Our Regional Supervisor leaves little to be desired!

Our Regional Supervisor should be used as a role model!

This position appears to be ineffective.

In our region the Regional Supervisor needs to take time to at least talk with and listen to paraprofessionals. Also need to be more aware of the fact that P/A's are having to do far more than what they are paid for. They need to monitor 4-H agents and how much time they spend in the counties in which they have 4-H responsibility.

Paraprofessional Comments  
Page two

As a P.A. I don't get much contact with our Regional Supervisor so my comments are based purely on my limited experience. I have answered the questions the best I could. (6)

My feelings are, as with most area positions, that its quite ineffective in any type of supervisory role - I would be very surprised if the Regional Supervisor found the time to read the monthly narratives - we have to turn in.

#74 - Once indepth evaluations are made, poor performance and non-productive administrators should be honestly dealt with. Now evaluations take place and nothing ever comes of it. Public needs to see effective programming!

Never quite understood the role of the Regional Supervisor.

EFNEP Staff are not familiar with Regional Supervisors. It would be of value for us to have input on management staff for which we have direct contact, such as a questionnaire. (2)

I have met the Regional Supervisor, but I have never seen or read what his/her position is all about. (2)

I have no knowledge of what the Regional Extension Supervisor's role involves.

Not being a University employee, I don't know what the responsibilities of the Regional Supervisor are at the present time, therefore, it's difficult for me to say what they should be. I'm county-employed, 30% horticulture technician (homeowner related problems) and 70% secretarial. I don't get evaluated by our Regional Supervisor, or sit in on meetings with him.

Have taken our Regional Supervisor on home visits. That is about my only contact.

I am not an appointed M.S.U. staff person. I am hired through the county - therefore I do not have that much contact with the Regional Supervisor to give a true evaluation.

I have been employed as a program assistant for over ten years. During that time the Reginal Supervisor would say Hello when he/she came to the county to meet with the Board-appointed staff or when we were at social events. While in the county the Supervisor would want to know what clientele were thinking about issues facing the community or about CES in general. Never has the Supervisor asked me what I think clientele are thinking. Who am I hired to work with? I am sorry I could not answer your survey. However, I appreciate having the opportunity to share something that has been bothering me for many years.

## COMMENTS FROM COUNTY EXTENSION AGENTS

Regional Supervisor are tied closer to Administrators and therefore many agents skeptical of what can be told in confidence.

Regional Supervisors place too much weight on reports vs what actually is accomplished by a given agent. Visits to the field more often may help.

A few Regional Supervisors are very good at thier job and the rest - so so.

I feel that County Directors should also be evaluated by their staff. As professionals I believe this would be constructive evaluations.

In my opinion the job of Rgional Spervisor is the least attractive in CES - it's impossible to do what is expected of them considering the size of regions they have and demands on them by administration. I still prefer to be evaluated by program staff who have a much better base of knowledge on what I do. I see the Regional Supervisor to talk about my work for less than an hour a year and he/she is a hard worker. In my opinion he/she does not have a grasp of the programming methods being used in all of the four program areas .

Most of the functions these questions relate to could be performed by an enhanced CED position, requiring fewer Regional Supervisors in a time of short budgets. These are my perception of Regional Supervisors generally. My own Regional Supervisor is considerably better than average, I would score 4 or 5 on nearly all questions.

I really don't have a firm knowledge of what a Regional Supervisor does in general.

In 14 years with the Extension service, I can remember one time when a Regional Supervisor actually attended one of my programs. I have worked under four Regional Supervisors and only one actually helped me solve on the job problems.

Must have had field experience; should be rotated at least every 10 years. Concern: many items on the survey are not covered by anyone at the present time; if Regional Supervisors don't take on that responsibility - I'm not sure who will; could of had a blank line for who's responsibility is it.

Regional Supervisors should have a major role in hiring personell and developing programs in their regions after thorough discussions with the people involved. The region should be a unit with more autonomy since each region understands the problems and solutions better than state administrators. Strong Regional Supervisors are a key to successful Extension programs if they are allowed to make critical decisions.

Respected by field and campus staffs and administration realistic expectations.

County Extension Agent Comments  
Page Two

Would be nice to see Regional Supervisor in counties - to conduct programs, oversee office, etc. but we also understand the Regional Supervisor is only one full time person and time is limited.

Regional Supervisors should also coordinate training for CEDs who should take a significant role in performance evaluation or personal communication skills and using that tool in a positive way.

We need to jealously guard the time of our RES's so they can spend it developing staff, not planning state meetings, dragging legislative aides around, representing the director on committees, etc., etc., etc.

Awful lot of questions that imply Supervisor should be active in CED or personnel staff decisions, therefore, I marked most minor because they should be done only at the request of staff never as an initiative of the Supervisor.

I have never been certain of the role of the Regional Supervisor and get little response from the position outside of evaluation. My perception is that if he/she likes you, you are well represented and if not, there is no way to be very successful. It's basically a bureaucratic, non-position.

Additional activity: help colleagues identify projects to be submitted for awards. It was difficult to rank "responsibilities as is" - thats got clouded with individual and many times (activities listed) I didn't know the answer - did he/she position do activity.

Evaluation and programming assistance are incompatible. Regional Supervisors are Administrative Assistants - leave one or two in that role if truly needed and hire in the best program development, PR and evaluation specialist the organization can find and redesign the state into three areas by longitude then have the central administration of CES support their and the field staff efforts.

The Regional Supervisor must know how to manage human resources. Staff need to feel confident that this individual is honest, trustworthy and sincerely works at staff building and development. Knowledge of all program areas is essential.

Regional Supervisors have a tough position because they are responsible to agents and campus staff. It is unreasonable therefore to merely promote an agent who is doing their job well. They should meet the aforementioned criteria for the position.

Extremely important position. Particularly the further away you get from campus. Look to this position for answers to questions, someone to bounce ideas off of. Someone to assist you when having problems. Serves as our main representative on campus.

My Regional Supervisor is an inspiration! He/she encourages each of us to reach for our potential and do a better job each day.

County Extension Agent Comments  
Page Three

Spend equal time with all staff (4-H, EHE, AG, NRPP).

Key: Regional Supervisors need to be able to discuss when they should be involved and when they should let agents work out solutions to problems. They must see agent staff as being capable professionals in order to be effective.

A Regional Supervisor is caught in the middle of field staff, independent CED's, district (subject specific) agents, and four separate Campus Program Directors. I have heard it said that a former Regional Supervisor once said that a Regional Supervisor is like being a septic tank? They must taking it from everybody and then they are expected to turn out a palatable end product that pleases everyone.

From a performance appraisal or program evaluation standpoint the Regional Supervisor has so little contact with county situation it is almost dangerous for them to have input into evaluations of quality of performance or people. We should either have more Regional Supervisors or (preferred solution) none.

Regional Supervisors should have less responsibility for evaluation and more staff development concern. They should be careful to not do CED's job or program director's job.

I'm not sure at this time the Regional Supervisor can accomplish the above (A&B). The position isn't set up to accomplish those goals.

Staff, other than the C.E.D., needs a better mechanism or more convenient method of discussing concerns with the Regional Supervisor. Regional Supervisors need to accept the fact that maybe the C.E.D. is not always correct. It's just possible that another staff member may be.

Should be available for field staff on a more imprompt basis. Once a year at evaluation time is not enough. There needs to be more feedback on a monthly or bimonthly basis.

Many areas listed in this survey are jobs that, whether or not Regional Supervisor should do, are done by C.E.D.

I believe the Supervisor has a very delicate and sensitive responsibility to be there for county staff when issues arise that put the staff person at risk with the organization. It is not their role to blindly support the staff person but to be very mature and professional in helping resolve situations that affect staff both negative and positive.

It would be wonderful if Regional Supervisors could be more involved in county programming and with advisory committees but realistically it's not likely with one Regional Supervisor per 12-13 counties. C.E.D.'s must free selves from some other responsibilities and accept administrative responsibilities.

County Extension Agent Comments  
Page Four

Regional Supervisors should be located in their regions not on campus. A lot of dollars used for salaries and support that could be used more successfully.

A true professional.

Work with county staffs to evaluate performance of the C.E.D. More input into candidates hired. Our present personnel policy and procedure sucks! We turn more good ones off than we hire.

I have been a C.E.D. for many years - a 4-H youth agent in the early sixties and an Ag. Agent covering a multi-county assignment. Our Regional Supervisor system during the 60's was much stronger in my opinion (smaller territory - active in recruiting agents).

Need to rotate Regional Supervisors every 5 years or so. It's difficult to get to know Regional Supervisor when they may come to county 2-3 times a year (for appraisals and evaluations). It appears that Regional Supervisors are spending more time on campus and less in the regions.

Agent staff must be perceived as creative and knowledgeable and capable of a convergence of programming and creative linkages to legislative trends and funding sources. To promote the status of agent staff with state-wide marketing promoting professionalism and wealth of information/education resources.

The position of Extension Supervisor combines duties best allocated to C.E.D.'s and Assistant Directors.

This is a "left brain" organization, that has lost the educational philosophical base for it's mission. Regional Supervisors could serve to rebuild a renewal phase, or the present decline will continue.

I've always thought the Regional Supervisor had a tremendous job to handle. This survey only confirms those feelings.

Since my "perception" of how the regional supervision role "is" being carried out is based on experience with what I know -- there is "no way" it can be separated from the person doing the job!.

I feel that the Regional Extension Supervisors know their roles and mine does a great job!

If a local Extension program is in danger of being eliminated a Regional Supervisor should do more than just give verbal support. If one local extension program is eliminated by a county government, why should it exist anywhere in the United States.

Liaison between County's Agents across program lines or county lines.



County Extension Agent Comments  
Page Five

Stronger role in long range county and regional planning. Organized, progressive approach needed to make C.E.S. more productive, locally valuable, reflecting needs of county and region. Stronger role in staff development, including skill building. More visible with regional leaders - Regional Supervisor should be well known by agencies, government officials, business people, and key clientele.

I'm not concerned with what the Regional Supervisor's responsibilities are at this time, just as long as he/she is consistent.

I have not been happy with the little amount of input/feedback I get from my Regional Supervisor. If I knew more about what his/her job is I might not feel so badly about the lack of contact he/she has with me/staff.

I believe Supervisors should spend more time out in region and less time at the university.

We probably have the best Regional Supervisor in the state -- warm, caring, knowledgeable, highly skilled, a people person.

Regional Supervisors must be as fair and unbiased as humanly possible. Without this character trait they will be unable to supervise/evaluate properly and will not be trusted or respected by staff. They must also care about people and show interest in their programs.

Since I have received this survey I have thought a lot about what a Regional Supervisor does that is beneficial to me or our office that the C.E.D. couldn't do, I would say nothing. I do think Regional Supervisors should be eliminated or definitely rotated every 3 years to a different region.

## COMMENTS FROM COUNTY EXTENSION DIRECTORS

Should R.E.S. have a greater involvement in program development, specialist coordination, regional programs, etc.? Should R.E.S. be housed in a regional office with district agents. etc. like the U.P. model?

Regional Extension Supervisors are doing the job that 3 people worked on 15 years ago.

It is easy to design a nine-day workload for a 5 or 6 day week. Administration and Campus based specialists need to better understand what a supervisor does now.

Much of a Supervisor's task is intangible. The person must have the ability to lead by example, and must be respected by staff. Hard work and long hours mean nothing if the staff does not respect the leader. Honest communication and strict confidentiality are critical aspects of the position.

Program areas have the budget so they develop staffing plans - I am not sure program leaders have the total C.E.S. program interest. Program leaders are set up to be in competition for budget. Probably not as cooperative as it might be. I am not sure anyone cares about the total county staffing plan.

Quite frankly, I believe that C.E.S. has made a major investment in Middle Managers (probably \$500,000 for regional supervision total costs) to facilitate "communication" among intelligent professionals. With tight budgets, its probably time to apply creative thinking and find a way to save some dollars while fulfilling the most important aspects of this role.

Regional Supervisors spend too much time on campus.

Regional Supervisors should be housed in the region. Attend more functions within counties. Regional supervisors get too many hand-me-down jobs, "go-fors" to allow them to be as effective as they could be.

Note: In many of these questions, the answer has and should be shared (3), because so much in our system is/should be shared with C.E.D.'s. However, if you had asked the questions in a form to exclude C.E.D.'s and only compare with other state staff, answers would have jumped to major (4) and complete (5). There is too little other C.E.S. Administration and programming staff presence in the field on a spot basis at this time. Should not be only Regional Supervisor out in field. More of others needs to be seen once in a while. Also, can a regional supervisor perform all these expected tasks? There also needs to be some sense of priority for things to be done. Not all of the above roles were very important. On the whole, I'm quite satisfied by present Regional Supervisor role (either because of his/her skill and/or our county's lack of problems.

County Extension Director Comments  
Page two

Most of the time spent on "evaluation" of staff could be more effectively be used for programming and coordination - the system is ineffective and in many instances counterproductive.

It is an awesome responsibility! It would be impossible to please everyone.

Too much of their job is to redo what C.E.D. have already done. Can the process be streamlined to reduce the duplication? Can the C.E.D. role be expanded? Will Administration believe C.E.D.'s rather than R.S.?

Conflict exists between message (leadership) from Assistant Directors and Regional Supervisors; more coordination at campus level could be helpful; Regional Supervisors primary role should be administrative support of local staff to fulfill C.E.S. mission!

The supervision system in our organization tends to make a messenger of the Regional Supervisor rather than an informed leader. Example: Regional Supervisors lack of information about final staff appraisals and where staff members stand in the final ranking and reasons why!

If a supervisor is to fulfill my expectations we will need to triple the number of supervisors currently on staff.

Experience as a field agent is essential for a Regional Supervisor.

Field staff are very reluctant to discuss their true feelings with C.E.S. Administration and most believe that the people who administer the evaluation system do not know what really happens in a county. A number of my co-workers besides myself are now thinking that each position (at least C.E.D.'s) should be classified with a base wage level and then each individuals raise could be based on an evaluation.

Individual selected for these positions should be well founded in Extension Philosophy in all program areas.

The present evaluation system which lists publically those agents who get outstanding ratings is a "kick in the pants" for Regional Supervisors. Agents are identified as supervisor "pets" and the system is breaking down within.

A person with a wide range of capabilities is required - Do they receive training?

Seems if supervisor didn't have appraisal responsibilities they could serve in a more counselor-type role.

Position appears to be impossible with all of the on campus demands. Position would be more helpful to the field if Regional Supervisor lived in region.

County Extension Directors  
Page three

In addition to the must do roles of a supervisor (reports, administration, etc.), I believe the supervisors major role and benefit to the organization is to "build people" within the organization or if they are not suitable in the position they have taken to counsel them into a position they can be successful in.

Take a look at what desirable experience(s) one must have to perform effectively in the role. Provide some way for feedback about supervisor's performance from the local and area (district) staff.

## COMMENTS FROM EXTENSION SPECIALISTS

I believe the Cooperative Extension higher administration should elevate this position to a higher status and give more authority or responsibilities.

Regional Supervisors will never have maximum effectiveness until they are located in regional office in areas for which they are responsible. They seemed to be primarily evaluators with little personal knowledge of the individual and his/her program they they are evaluating. Often do not even know if job description is accurate.

My contact with R.S.'s has been limited to campus-oriented interactions and requests. Field staff have commented to me on R.S. functions - some positive and some negative, but I have attempted to separate myself from that and only comment on areas about which I had direct experience. Some of the suggested responsibilities have the tone of policing. Is that an intended responsibility of R.S.'s?

Existing responsibilities are not well known as I have had very little interaction with Regional Supervisors. Therefore, I do not feel comfortable completing a survey on a position for which I know nothing about. (10)

As a specialist I have little interaction with the Regional Supervisors and found it very difficult to complete this survey - and therefore I didn't answer most of the questions, as I didn't feel capable of giving an adequate evaluation.

Many specialists have very little contact with Regional Supervisors. Many of my answers were made on a very general basis and may not be helpful because of my ignorance and lack of contact with Regional Supervisors.

Because I am not very familiar with the role of Regional Supervisors my responses to their "Responsibilities as is" were only guesses.

Extension Administration needs to be R3 by 25 to 30 % (1st year). This would be a good position to start with!

I have not had much exposure to Regional Extension Supervisors since working as a specialist. My contacts have been with Assistant Extension Directors, other Departments at MSU, etc. It made it hard for me to answer the question.

I have had little opportunity -- and did not seek more -- to interface with Regional Extension Supervisors in my professional activities and have little incentive -- other than being of a responsible nature -- to reflect on what the role of persons in this position should be!

I have no contact with Regional Supervisors except occasionally at extension social events. I don't see their activities in programming, hiring, etc. and have no first-hand knowledge of their duties.

Specialist Comments  
Page Two

The link to specialists is minimal.

Contact is non-existent except for one Regional Supervisor or Regional Livestock Specialists.

I do not work in C.E.S. administration, but from my perspective as a Specialist, the Regional Supervisor level of administration is not particularly necessary. Their responsibilities appear to be similar to the C.E.D. The C.E.D. is a primary administrative unit that has the responsibility and they should be granted the authority to go along with it. Regional Supervisors are nice to have and I am sure they keep busy but can we afford them.

Regional Supervisors spend too much time on things that don't make much difference - focus more on opportunity and helpfulness and less on evaluation - too many dollars are being spent on administration and too little on rural and urban needs - we are doing business the same way we did 20 years ago, but the needs for today have changed! C.E.S. needs to re-define why it exists, who it is serving, and how can this best be done!

I have doubt about the value of this survey. Does it indicate uncertainty about role or perceptions about Regional Supervisors.

In times of financial difficulties (and probably when budgets are not limiting), this middle management position seems unnecessary and "fat" that should be trimmed off. Based on your questions, I do not see why county staff would want "Big Brother" or "Big Sister" making sure they file the correct reports, or overseeing their county budgets, etc. For 15 years, I have wondered what purpose they serve other than to drain resources away from the rest of us. Some evaluation of this administrative structure is long over-due!!

Most Regional Supervisors are almost invisible to Specialists. They should make more of an effort to attend meetings in their regions and get to know Specialists so that we all have a good understanding of each other.

It seems like a position that could be eliminated with little or no detrimental effects except increasing workload at "state" office.

As a Specialist, I have had little or no interaction with Regional Extension Supervisors and see their role largely as a means of "personnel" or broad program administrative management.

This made me realize how little I know and understand about the Regional Supervisor's position.

I question the need for these positions in the perceived CES system.

Regional Supervisors should not be hatchet people for the administration. Supervisors should help solve major problems -- the rest of the time be supportive and mainly stay out of the way.

Specialist Comments  
Page Three

All Regional Supervisors should be: (1) housed in their respective regions, (2) be 25% appointments, with the other 75% as a C.E.D. (in order to compensate for the 25%, the State program would fund a 50% Administrative Assistant), and (3) the region's senior C.E.D. with outstanding administrative skills (if at all possible). The comments 1-3 should be in the spirit of R3 and enhancement of C.E.S.. The current system has far too many broken linkages for an age of information and technology!!

I believe that we have a good set of field supervisors now. They know how to find ways to help without offending staff.

I believe that the position should be eliminated. Middle Management should be shifted to county jobs or top management jobs - Read the book "Thriving on Chaos" by Tom Peters. In industry middle management is being eliminated to compete. With our budget cuts, the county Extension directors should assume the functions of the regional supervisor.

I have the very highest regard for the Regional Supervisors, and the importance of the position and its functions. Frankly, I would like to see arrangements for specialists and Regional Supervisors to meet on occasion -- I see and visit with the NRPP program director several times a month, but there is no similar systematic way of interacting even occasionally with the Regional Supervisors. Further, the questionnaire reminds me of the fact that the Regional Supervisors are doing a good job; their positions/systems are working well. Therefore, I can spend my energies and time interacting directly with the NRPP director and County C.E.D.s and agents on program planning and conduct.

Guess I really don't know what these people do --- maybe I'd better learn.

In my 4 1/2 years I have had little contact with Regional Supervisors - I really don't know what they do. I would welcome interaction and see them as a way to both get my programs implemented in their Regions and also as feedback as to what the needs are in their Regions with respect to my specialty area.

The appropriate question is probably not what they should do but how many would it take to do what they used to do for the whole state. The reason I put "minor" on so many of the "As should be" is not that it should be "minor" so much as they should be able to do the job with a third as many. i.e. 2 regional supervisors for the state or less.

I perceive that Regional Extension Supervisor's place low priority in staff development and encouraging staff to enhance programmatic skills and subject content skills; need to place more emphasis on encouraging field staff to teach versus just broker specialist services into county. In-ordinate amount of time appears to be involved in "paper stuffing" - reports/evaluation forms vs. staff development and supervision.

## COMMENTS FROM THE ADMINISTRATIVE PROGRAM TEAM

The Regional Supervisor should not be a policeman, but a key to good relations with other factions within C.E.S.

More of Regional Supervisor's time should be spent acting as liaison between program areas and between field and state staff. In fact, that is the only real justification I see for having Regional Supervisors at all. Much more contact is needed between program staff and Regional Supervisors if we are to work together effectively.

One of the biggest drawbacks of the Regional Supervisor is the amount of time they can spend in a county. As a county agent I was lucky to see my regional supervisor once or twice a year and I was in a close to MSU county. Another thing was that I never knew if they read the monthly narratives - no feedback. A Regional Supervisor's job is a "Jack of all trades" type job and some are good at it and others aren't.

I interact with Regional Supervisors periodically. But never on program issues, such that I have little awareness of their efforts (if any) in their region.

Supervisors in Michigan have not in recent years been viewed as "strong" positions; they lack clout with both the department chairs and the Assistant Directors. In many states they have PhD's or that's my impression. My impression that they need to cultivate "stronger" links with departments and enhance their creditability with department chairs. What scholarly work - if any - do they do? How well are they known in the college? My impression is that they are often maternalistic/paternalistic and quite traditional. Some are better than others.

This instrument highlights how little I know about the job description of the Regional Supervisor - particularly in relationship to that of the Assistant Directors.

The Regional Supervisor represents one more unnecessary and superfluous levels of Extension bureaucracy. The resources would be better employed accomplishing something.

Amazing number of tasks and responsibilities required of Regional Supervisors. Whew!

I had real difficulty responding to pages 1-10 because I see so much variance between supervisors in the what and how of the role.

With the size of the regions Regional Extension Supervisor's time is limited. The duties should be very administrative or developmental. Programming content has to be shared by those who are responsible for the program director both locally and at the state level.



## COMMENTS FROM REGIONAL EXTENSION SUPERVISORS

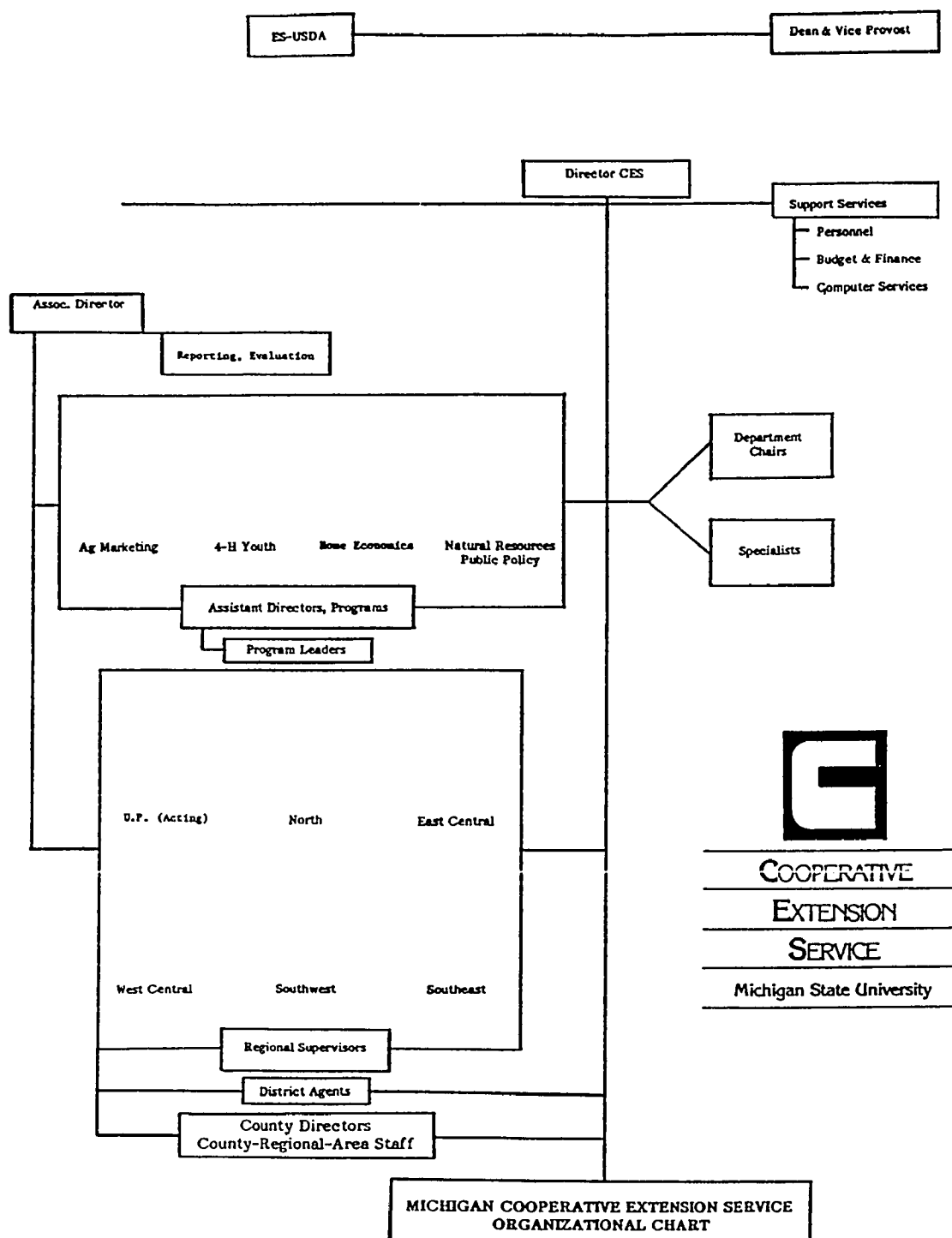
Number of hours and expectations must be meshed somehow - size of region (geographically) and number of staff vary greatly - may be room for more equity.

A Regional Supervisor's responsibilities extend well beyond assigned authority. Credibility at all interfaces can be enhanced through demonstrated competence and empowerment is thus extended. If regional supervision were to play a "major" role in many of these areas there are implications for current number of staff assigned to Regional Supervisors. May imply a need to focus on personnel/staffing and leave program development to program leaders??

The organization might benefit from more clearly defined responsibilities for Regional Supervisors. "When everyone is responsible - no one is responsible."

## APPENDIX G

### ORGANIZATIONAL CHART OF THE MICHIGAN COOPERATIVE EXTENSION SERVICE



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