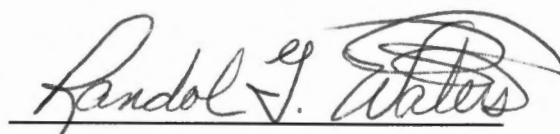


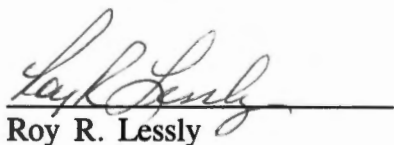
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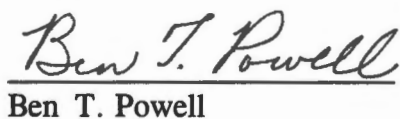
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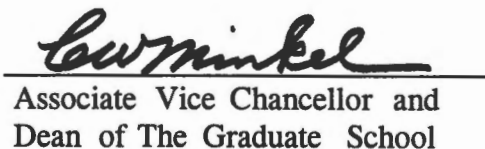
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**THE ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
AS PERCEIVED BY
AGENTS, SPECIALISTS, AND ADMINISTRATORS:
A DELPHI STUDY**

**A Thesis Presented
for the
Master of Science Degree
The University of Tennessee, Knoxville**

Carla Nekell Carver

August, 1994

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ABSTRACT

The purpose of the study was to identify a prioritized list of roles that Tennessee Extension 4-H specialists should perform. Furthermore, the study sought to describe any perceived differences in the mean and standard deviation scores between the three subgroups of panel members. A modified Delphi Technique was used on a 38-member panel, which consisted of three subgroups of members: (1) county 4-H agents, (2) specialists, and (3) administrators. Data were obtained by administering a series of three rounds of questionnaires to respondents. Arithmetic means were calculated to measure the importance of each role, and standard deviations were calculated to measure the degree of consensus reached.

The roles generated were divided into 13 groups according to subject and the groups were ranked by average mean score. While individual roles within each group should ideally be studied for good understanding, it is generally true that the most important roles were those related to Program Planning. Roles related to Personal and Professional Development, Materials/Curriculum, Volunteer Development, Evaluation/Recognition, Publicity, Agent Training and Development, Program Sponsorship, Program Support, Cooperative Efforts, Judging, and Leadership/Management were generally rated as being moderately important. One small group of roles related to Specific Programs was generally rated as being unimportant. It was recommended that Tennessee Extension 4-H specialists carefully evaluate the results of the study, compare them to their current roles, and work cooperatively to select and perform roles relative to the current situation.

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CHAPTER I

INTRODUCTION

1. A Historical Perspective

The Cooperative Extension System was established in 1914 with the passage of the Smith-Lever Act. It created a national partnership of federal, state, and local governments in which participants have specific individual and joint authorities and responsibilities. The audience of the Cooperative Extension System is served through four traditional program areas: Agriculture, Home Economics, 4-H and Youth, and Community Development. The Tennessee division of the Cooperative Extension System is called the Tennessee Agricultural Extension Service.

4-H is the primary youth education program of the Cooperative Extension System. According to the Extension in the 80's report (1983), 4-H is the largest non-school youth education program. It involves 5.4 million youth who work under the guidance of almost 700,000 volunteer leaders (USDA Cooperative Extension System, 1994). The Tennessee 4-H program has a long tradition of excellence with over 170,000 members and nearly 17,000 volunteer leaders. Businesses and individuals also support the Tennessee 4-H program by contributing more than \$1 million annually for awards and educational trips (TN Agricultural Extension Service, 1993).

The University of Tennessee Agricultural Extension Service employs specialists who give leadership to the Tennessee 4-H program. In general, they work closely with research and the needs of Tennessee people, and use this information to design programs and publish literature for both adults and young people. However, their specific responsibilities vary widely and are the subject of much discussion.

2. Need for the Study

The Cooperative Extension System employs state Extension specialists in several areas. The roles of these specialists have been debated since the early years of Extension. Many conflicting opinions exist concerning their specific responsibilities. Extension specialists' positions vary from state to state, within program areas, and between appointment percentages and rank (Wessel, 1985). Henderson (1988) identified this lack of clarity in the roles of Extension specialists as a definite problem. The changing environment of society further compounds the problem. Many have expressed a need for Extension to change to fit new situations and meet the needs of new clientele. Harriman and Daugherty (1992) pointed out that "successful changes will depend on the ability of each member of Extension, including specialists, to redirect human and financial resources and chart a course compatible with the changing environment" (pp. 26). In fact, specialists will have to change their roles just to survive, and especially to be successful in off-campus, informal education (Wallace, 1982).

While most agree that change is good for the Cooperative Extension System, it can give rise to problems. The roles and responsibilities of both old and new positions can become ambiguous, and there may be disagreement as to the specific jobs of staff members (Carroll, 1989). This creates the "need for planned and deliberate Extension staff involvement in their jobs and the continuous re-definition of their roles as well as those of their colleagues" (Carroll, 1989, pp. 12).

There are major differences in specialists' perceptions of their roles and the expectations held by others (Burcalow, Copeland & Fisher, 1981). The specialists in the 1981 study by Burcalow, Copeland, and Fisher felt that more information would be useful in clarifying ambiguity and making decisions about programs.

Extension 4-H specialists face the same problem, but perhaps to an even greater degree. The roles and responsibilities of 4-H specialists are very different from those of subject matter specialists. They have state-wide responsibility for 4-H-related programs that encompass many subjects, and so 4-H specialists must determine what their particular responsibilities are within each area.

In Tennessee there is a problem with ambiguity in the roles of Extension 4-H specialists. Conflicting perceptions about their responsibilities abound and the process of change has compounded the problem. There is a need for clarification of the roles of Extension 4-H specialists, and this study could be very helpful in that capacity.

3. Purpose of the Study

The purpose of the study was to identify a prioritized list of roles that Tennessee Extension 4-H specialists should perform. Furthermore, the study sought to describe any perceived differences in means and standard deviations between the three subgroups of panel members. The consensus from the Delphi panel could be used to clarify the responsibilities of the specialists, and provide information on which to base decisions about their responsibilities and programs.

4. Scope of the Study

The stratified purposeful sample used in this study was drawn from the current roster of Tennessee Agricultural Extension Service staff with at least two years of experience. The roles developed with the Delphi Technique apply only to Extension 4-H specialists in Tennessee.

CHAPTER II

REVIEW OF LITERATURE

1. The 4-H Program

4-H is the primary youth education program area of the Cooperative Extension System. It involves more than five million youth and almost 700,000 volunteer leaders in programs which help the youth in "acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive members of society" (USDA Cooperative Extension System, 1994).

Tennessee has a long tradition of excellence in the 4-H program. Thousands of leaders, businesses and individuals contribute time and money to support the program. The University of Tennessee Agricultural Extension Service employs specialists who give leadership to the Tennessee 4-H program. A review of the literature indicates that Extension 4-H specialists provide state-wide direction and supervision of the 4-H Youth program, and are accountable for its operation (Goering, 1978; Taylor, 1989; Tumusiime, 1983). Implementation of the 4-H program is carried out by county 4-H Extension agents and volunteer leaders under the management of district supervisors (Goering, 1978).

2. The Changing Nature of Extension

"Cooperative Extension (CE) as an organization faces possible extinction as a free, viable, and professionally challenging organization in the decade ahead" (Wallace, 1982, pp. 779).

The above statement typifies the sentiments found in abundance in Extension literature. Dillman (1986) declared that the future of the Cooperative Extension System is being threatened in this century as never before. He stated:

"in order to continue as an important service agency, Extension must think hard about the changes occurring in society and the subsequent changes which should occur in the Cooperative Extension System" (pp. 102).

There is considerable literature which indicates that changes are occurring within our society, and that Extension needs to change to fit new situations. In her 1991 article Thompson stated that "change is real" (pp. 5). In the 1987 report of the Futures Task Force to the Extension Committee on Organization and Policy it is plainly stated: "Change is inevitable. The crucial question is Extension's response" (pp. 30). The Cooperative Extension System is necessarily sensitive to change (Patterson, 1991). It has the responsibility of constantly adapting to satisfy both old and new clientele and their ever-changing needs (Gerber, 1985 and Wallace, 1985).

The Cooperative Extension System has been able to change and withstand the test of time because of its flexibility and adaptability (Applebee, 1989; ECOP, 1987). For example, Etling (1988) stated that "within the past three years a new State 4-H Director, a new Extension Director and a new Dean of the College of Agriculture at the Pennsylvania State University brought new approaches to the

program which included merging the 4-H program into the Department of Agricultural and Extension Education and eliminating regional 4-H administrative positions in 1987" (pp. 15). Extension has responded to change by conducting strategic planning and creating a list of national initiatives (Thompson, 1991).

In 1982, Secretary of Agriculture John Block and President Robert Clodius of the National Association of State Universities and Land-Grant Colleges, appointed a blue ribbon committee--Extension in the '80's--to examine the Cooperative Extension system and address the mission, scope, priorities, and policies for the future of the system (Extension in the '80's, 1983). The national staff at Extension Service, USDA used this information and opportunity to analyze and reassess its roles, responsibilities, and future directions and compile the results into an agency-wide plan of action.

However, the ECOP task force report suggested that these past changes look insignificant in comparison to those that are going to be required in the future. Several items are causing pressure for change, including: limited university finances, competition for public funds, a diversity of attitudes and perspectives, differing opinions on program emphasis, and changes in the structure of agriculture (Wallace, 1982).

Harriman and Daugherty (1992) pointed out that successful changes will depend on the "ability of each member of Extension to use available information to redirect human and financial resources and chart a course compatible with the

changing environment" (pp. 26). Wallace (1982) stated that "specialists will have to change their roles in order to survive and be in the forefront of off-campus education" (pp. 882).

While many feel that looking to the future and planning ahead is definitely good for the Cooperative Extension System, some claim that it can give rise to problems. Carroll (1989) found that the process of change can result in ambiguous roles and responsibilities, and cause disagreement as to the specific jobs of staff members. He mentioned that this creates the "need for planned and deliberate Extension staff involvement in their jobs and the continuous re-definition of their roles as well as those of their colleagues" (Carroll, 1989, pp. 12)

3. The Roles of Extension Specialists

The Cooperative Extension System employs state Extension specialists who have traditionally bridged the gap between land-grant college faculty and "persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise..." (Smith-Lever Act, Section 2).

The roles of Extension subject-matter specialists have been debated for many years. There are very early studies which found conflicting opinions of what the specialists should be doing. For example, Reid and Wilson (cited in Brown & Deekens, 1958) defined four areas of the Extension specialist position: (1) planning, (2) training, (3) teaching, and (4) evaluation. Brown and Deekens

(1958) also cited studies from Iowa, Florida, and Louisiana which identified the following specialist functions:

- (1) keeping county agents informed on completed research and research in progress;
- (2) transmitting problems to research workers;
- (3) providing county agents with teaching materials;
- (4) assisting the county staff and county organizations with program planning; and,
- (5) assisting the county staff in the effective use of teaching materials (pp. 264-265).

A. B. Graham of Ohio (cited in McCormick & McCormick, 1984) worked closely with subject matter specialists during his twenty-two year career with the U.S.D.A. Extension service and expressed his concept of the roles of specialists in a 1921 speech:

"An Extension specialist... should have not only the ability to adapt his work to varied conditions, but also willingness to coordinate it with that of other specialists whose work might be directly related to his own. He should understand the psychology of both the youth and the adult, and should determine his methods of teaching through his knowledge of this fundamental feature" (pp. 123-124).

The position of the state Extension specialist is rather complicated and multi-faceted (Wessel, 1985). The responsibilities of the position range widely from state to state. For example, in one state, specialists fill a research role and have little contact with county agents and growers, while in another state, specialists serve mainly as technical consultants, disseminating other researchers' findings (Feller, 1984).

State specialists often work as faculty members of a college department or unit to help with the development of Extension educational programs. Specialists' appointments within a college vary from no-salary appointments to joint-salary appointments as resident instructors to joint-salary appointments as researchers (Wessel, 1985).

Traditionally, Extension specialists' roles have been to seek out, analyze, and interpret research information, often from experiment stations. They modify it into a usable form, develop educational materials to go with it, and present the entire package to county agents for dissemination to clientele (Feller, 1984). During this process, the specialists work extensively with a host of people, including colleagues from other subject areas, county agents, and members of agencies, professional groups, or community organizations (Burcalow et al, 1981).

Specialists also serve as resource persons for agents. In fact, Shih and Evans (1991) found that Extension field staff consider specialists and researchers to be their most important oral information source. Extension subject matter specialists sometimes have the responsibility for developing projects for youth participation (Waguespack & Moss, 1989).

According to Wessel (1985), Ohio state specialists have statewide responsibilities within a specific discipline. Their specialists have the ability to fulfill the need for:

- (a) scientific literature review;

- (b) translation of research findings into easily understood language, demonstrations, and illustrations so that relevant practices and procedures can be made readily teachable by district and county faculty and staff; and,
- (c) preparation of bulletins, lesson plans, video tapes, visual aids, computer software, and various other communication devices to facilitate effective teaching by faculty and staff at both district and county levels (pp. 8).

Coleman and Barranti (1990) studied roles and responsibilities of family life specialists. They found that most specialists consider their primary responsibility to be the development of "research-based educational programs" which are implemented by county agents (pp. 30). Specialists serve in several other capacities, including networking with professionals from other organizations and working directly with clientele to help them assess situations and make decisions (Coleman & Barranti, 1990).

The roles and responsibilities for Extension specialists are quite variable. Wessel (1985) identified four aspects which may influence Extension specialists' interpretation of their roles and responsibilities. They include:

- (1) program area to which the specialist belongs;
- (2) percentage of Cooperative Extension System appointment a specialist holds;
- (3) academic rank;
- (4) number of specialists within a program area and the nature of the subject matter being dealt with (pp. 6).

Marshall and Miller (1985) found that Extension specialists with academic appointments and higher educational levels are more competent researchers. They

also concluded that a specialist whose discipline is agriculture or natural resources is more likely to have an academic appointment, an office in the academic department, and an earned doctorate than a home economics or 4-H specialist.

4. The Roles of Extension 4-H Specialists

The roles of specialists change between program areas (Wessel, 1985). Therefore, the roles and responsibilities of 4-H specialists may be very different than those of subject matter specialists. The disciplines of subject matter specialists are normally very specific, such as that of a beef specialist or a clothing specialist. This is not particularly true for Extension 4-H specialists. They have statewide responsibilities for 4-H-related programs which encompass many different subjects, and so 4-H specialists must determine what their particular responsibilities are within each area. Very little research has been completed recently to help Extension 4-H specialists in defining their specific roles and responsibilities, although Wessel (1985) did find that 4-H youth development state specialists consider teaching aspects of their position to be more important than research aspects.

In Tennessee, a one-page personal job description is developed by the State 4-H Leader and the Associate Dean of the Tennessee Agricultural Extension Service before Extension 4-H specialists are hired. After specialists begin work, their input is collected and the job descriptions are revised and amended to suit their particular interests and expertise. Each year, the Tennessee

Extension 4-H specialists take part in a departmental planning conference.

During this time, job assignments and job descriptions are addressed. Ideas and suggestions from administrators, agents and other specialists are used to assign new projects and shift some responsibilities between staff members. After assignments are set for the upcoming year, necessary changes and revisions are made to each person's job description (B.T. Powell, personal communication, May 19, 1993).

The Extension specialist staff in 4-H and youth work in North Carolina follow a role and responsibility statement. It first stated the two principles on which their work is based. Then, each of the subsequent pages is devoted to one of the following sections: 4-H Program Development, 4-H Curriculum Development, 4-H Staff Development, 4-H Program Support, and 4-H Evaluation and Accountability. Under each of these headings are two lists of specific duties--one for state Extension 4-H specialists, and one for state Extension subject matter specialists (Procter, 1978).

5. The Ambiguous Nature of the Roles of Extension Specialists

The Extension specialist position is characterized by a great deal of variance and generality. This can cause friction since Extension specialists often receive numerous and conflicting requests from sources on the local, county, state, and national levels (Burcalow et al, 1981). They also hear competing or contradictory expectations from academic department administrators and

colleagues, Extension administrators, and county Extension agents, leading them to be understandably confused about their roles and responsibilities (Burcalow et al, 1981; Wessel, 1985; Etling & Tuttle, cited in Carroll, 1989).

Wallace (1982) explained that expectations about specialists' roles are quite "fuzzy"(pp. 881). Specialists often assume clarity and understanding of their roles which sometimes leads to misunderstanding between Extension staff members (Wallace, 1982). He concluded: "If we can make it clear what they can expect from us, we will have minimized the roadblocks on our path and perhaps gained valuable insights by getting feedback for our future activities" (Wallace, 1982, pp. 882).

Conflicting opinions about the roles of Extension specialists have been in existence for a long time. As early as 1958, Brown and Deekens found that the Extension specialist position had significant role ambiguity. In 1984, Feller found suggestions of trends toward more joint appointments and research responsibilities for Extension specialists. However, he concluded that the current and future roles of Extension specialists are definitely very ill-defined, and the traditional relationships between agents and specialists are blurred. Henderson (1988) stated that the "lack of clarity in the roles and responsibilities of Extension participants on the county, state/university, and federal levels" is definitely on his "list of identifiable problems" (pp. 1127).

Burcalow et al. (1981) discovered that "specialists felt there was too much ambiguity between what they perceive their roles to be and what's expected of

them" (pp. 19). The specialists in their study indicated that "they desired additional data on which to base program decisions" (pp. 16). Fancher (cited in Shaver, 1985) completed a study involving Missouri continuing education specialists, their supervisors, and faculty. He found significant differences in these three groups' perceptions of the actual and ideal roles of the continuing education specialists. It seems that the following statement from Brown and Deekens' 1958 study still holds true today. They stated: "The Extension specialist occupies a dysfunctional position, caught between the expectations of the administrator and county staff, both of whom exercise authority over the specialist, but in a different manner" (pp. 275).

6. The Delphi Technique

The Delphi Technique was named by philosopher Abraham Kaplan after the Oracle of Delphi because of its associations with forecasts of the future (Henson, 1988; Uhl, 1983). There were many methods of divination found at Delphi, but Apollo chose this oracle as the most truthful, and its fame and ability to predict the future drew inquirers from all over (Parke, 1939; Andronicos, 1988).

The origin of the Delphi Technique is credited to Normal Dalkey of the Rand Corporation who developed the technique as a forecasting tool. During the early 1950's, Dalkey and Olaf Helmer of the Institute for the Future headed a research group which conducted the first significant use of the Delphi Technique (Lindeman, 1981). They collected a consensus of opinions from defense experts

concerning the effects of an atomic bomb attack (Cookson, 1986; Somers, Baker, & Isbell, 1984). Since the study was defense related, the technique did not receive wide exposure until the early sixties (Henson, 1988). Since this time the Delphi Technique has been used widely, both in the United States and abroad (Henson, 1988). Many hundreds of Delphi studies have been published in areas such as "business, government, industry, medicine, regional planning, and education" with objectives such as cost effectiveness, futures forecasting, goal assessment, curriculum planning, establishment of budget priorities, estimates concerning the quality of life, policy formulation, rating scales, and problem identification and formulation of solutions (Uhl, 1983). Higher education has used this technique extensively, often to establish educational goals and objectives for the future (Judd, 1972; Lindeman, 1981; Waters, Yoder and Mortensen, 1982).

The Delphi Technique has traditionally been referred to as a forecasting technique and early studies used it as such. However, since then, the technique and its application have expanded. Many, many different definitions of the Delphi Technique can be found. Lindeman (1981) defined it as "a method of soliciting and combining the opinions of a group of experts" (pp. 2) Linstone and Turoff (1975) provided the following generally acceptable definition:

"Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (pp. 5).

The technique is a method of obtaining group responses for ideas and problem solving that "uses a series of carefully designed questionnaires

interspersed with information summaries and feedback from preceding responses" (Butler & Howell, 1980). In 1983 Uhl stated that the objective of the Delphi technique is to "obtain convergence of opinion without bringing individuals together in face-to-face meetings" (pp. 82). According to Cookson (1986), the technique has also been used to gather perceptions of reality from a group of knowledgeable experts in a specific area.

In spite of the large numbers of definitions which are available, several basic characteristics can be identified, including (1) anonymity of survey panel members and responses, (2) multiple iterations with controlled feedback, and (3) statistical analysis of panel response (Lindeman, 1981; Henson, 1988). One unique characteristic of the technique is "the fact that the Delphi relies on individual, anonymous response so that each participant can respond according to his own perceptions" (Henson, 1988, pp. 3).

According to Uhl (1983), the general procedure for the Delphi Technique is as follows:

1. The participants are asked to list their opinions on a specific topic such as curriculum revision or planning priorities.
2. The participants are then asked to evaluate the total list by a criterion such as importance, chance of success, and so on.
3. The participants receive the list and summary of responses to the items. If the participants are in the minority, they are asked to revise their opinions or indicate their reasons for remaining in the minority.
4. The participants again receive the list, an updated summary, minority opinions, and another chance to revise their opinions. (pp. 82)

Problems that influence several areas and require collective expert opinion and inter-disciplinary solutions are appropriate problems to address with the Delphi Technique (Somers et. al, 1984). It is appropriate to use the technique if any or all of the following conditions exist:

1. the resolution of a problem can be facilitated by the collective judgments of one or more groups;
2. those groups providing judgments are unlikely to communicate adequately without an intervening process;
3. the solution is more likely to be accepted if more people are involved in its development than would be possible in a face-to-face meeting;
4. frequent group meetings are not practical because of time, distance, and so forth; and
5. one or more groups of participants are more dominant than another (Uhl, 1983, pp. 84).

According to Somers, Baker, and Isbell (1984), the Delphi Technique has drawn both praise and criticism, most of which concerns its practice, not its methodology. They further stated that "the strengths of the process as a forecasting instrument far outweigh the weaknesses" (pp. 27). Butler and Howell (1980) identified several advantages of the technique including the following:

1. Allows participants to remain anonymous
2. Inexpensive
3. Free of social pressure, personality influence, and individual dominance
4. A reliable judgment or forecast results
5. Allows sharing of information and reasoning among participants

6. Conducive to independent thinking and gradual formulation
7. A well-selected respondent panel--a mix of local officials, knowledgeable individuals, members of impacted community, regional officials, academic social scientists, etc.--can provide a broad analytical perspective on potential growth impacts
8. Can be used to reach consensus among groups hostile to each other (pp. 17).

Similar lists of advantages of the Delphi Technique occur frequently in the literature. Somers, Baker, and Isbell (1984) identified four advantages which are somewhat different than the previous list. They include:

1. The isolated generation of ideas in writing produces a high quality of ideas;
2. The process of writing responses to the questions forces respondents to think through the complexity of the problem, and to submit specific, high-quality ideas;
3. Simple pooling of independent ideas and judgments facilitates equality of participants; and,
4. The Delphi process tends to conclude with a moderate perceived sense of closure and accomplishment (pp. 27).

Advancements are consistently and rapidly being made in all areas of knowledge, making it difficult for one to be an expert in one subject, much less a master of all. Also, predictions from a single expert working alone will not consistently have a high degree of accuracy (Somers et. al, 1984). The Delphi Technique's predictive reliability can be increased, however, when several specialized experts effectively pool their talents (Somers et. al, 1984).

Wright and Geroy (1988) identified two major criticisms of the Delphi Technique including (1) unreliability, and (2) the production of self-fulfilling prophecies. Also, there is no guarantee that the experts are responding on the basis of sound deductive reasoning, and no way to check their responses (Uhl, 1983). In their 1980 study, Butler and Howell compiled a list of disadvantages of the Delphi Technique including the following:

1. Judgments are those of a selected group of people and may not be representative
2. Tendency to eliminate extreme positions and force a middle-of-the-road consensus
3. More time-consuming than the group process method
4. Should not be viewed as a total solution to forecasting
5. Requires skill in written communication
6. Requires adequate time and participant commitment (about 30-45 days) (pp. 17).

In their 1983 study, Waters et al. restated Moore and Coke's (1977) list of things which could cause the technique to fail to achieve its purpose. It includes the following:

1. Researchers need to be careful to avoid imposing any biases or predetermined assumptions on respondents by overspecifying the structure and technique of the Delphi as opposed to simply letting the respondents answer the questionnaires.
2. The researcher needs to be aware that the Delphi is not the only means of human communication in a given situation. Care should be given to see that bias of comments based on supposition of colleagues responses is kept to a minimum.

3. The summary discussion is a vital part of the Delphi. If findings are not interpreted correctly or evaluation scales are used improperly, the results may appear different than they really are.
4. Finally, care should be given in order to see that disagreeing respondents or dissenters do not drop out of the study because their opinions are not being exemplified. This can yield an artificial consensus based on a partial response rate (Waters et al., 1983).

The Delphi Technique has survived its criticisms and proven its advantages, and is now considered a "major tool" in forecasting (Somers et. al, 1984, pp. 27).

7. Summary

4-H is the primary youth education program area of the Cooperative Extension System, involving a large number of members, volunteer leaders, and donors. In Tennessee, the 4-H program is implemented by county agents under the supervision of district supervisors, with primary leadership from 4-H specialists.

Changes are occurring in our society and each program area of the Cooperative Extension System is being pressured to remain relevant to these different needs and clientele, including the 4-H program. Drastic changes have already been made in several areas and many are planning missions and objectives for the future. This changing environment can cause the roles and responsibilities of many positions to become rather ambiguous. As a result, "specialists will have to change their roles to be successful in the future in off-campus education" (Harriman and Daugherty, 1992, pp.882).

Other factors contribute to the ambiguity of the roles and responsibilities of Extension specialists. They hear competing expectations and requests from different groups, and some roles and responsibilities have changed over time. Often, there is great variance between the subjects and geographical areas of specialists. Because of their unique positions, Extension 4-H specialists face these problems to an even greater degree. Their position is very different from most subject matter specialists in that they work within a soft science discipline rather than a hard science discipline. In giving statewide leadership to the Tennessee 4-H program, their work involves many subjects. Also, since their responsibilities are so unique, they find differing opinions from other specialists, county agents, and administrators regarding the roles that they should be filling.

CHAPTER III

PROCEDURES AND METHODOLOGY

1. Purpose of the Study

The purpose of the study was to identify a prioritized list of roles that Tennessee Extension 4-H specialists should perform. Furthermore, the study sought to describe any perceived differences in means and standard deviations between the three subgroups of panel members. It could be used to clarify the responsibilities of the specialists, and provide information on which to base decisions about their responsibilities and programs.

2. Design of the Study

A purposefully selected panel of experts responded to a series of three questionnaires and their responses were used to develop the list of roles. The study is of a descriptive/correlational nature.

3. Selection of the Panel

A modified Delphi Technique was used on a panel of experts to generate data. This panel was purposefully selected from The University of Tennessee Institute of Agriculture Directory 1993. The panel represents approximately ten percent of the total population. Three groups of Tennessee Agricultural

Extension Service employees were chosen to participate, including: (1) county 4-H agents, (2) specialists, and (3) administrators. The representatives of each were chosen through a selection process using specific criteria.

Since it is desirable for the panel to be comprised of experts, a list was constructed of county-level 4-H agents who had reached the Associate Extension Agent rank or higher. This list was divided into 4-H Agriculture agents with 100% responsibility, and 4-H Home Economics agents with 100% responsibility. Four panel members were randomly selected from each of these groups.

In addition, the list was also divided into 4-H Agriculture agents with split responsibilities and 4-H Home Economics agents with split responsibilities, and three panel members were randomly selected from each of these groups. In total, fourteen county-level 4-H agents were selected to participate as panel members.

For the specialist group, a list was constructed of each Tennessee Extension specialist who was: (1) an Extension section leader, (2) responsible for a Tennessee 4-H project, or (3) responsible for writing Tennessee 4-H literature. From this list, one individual was randomly selected from each department to participate in the study, resulting in a total of twenty Extension specialists on the panel.

Two state-level administrators were purposefully selected. Similarly, two district-level administrators were randomly selected. This resulted in a total of four panel members who were administrators.

After selection of all of the respondents, the panel was comprised of 38 individuals. The panel subgroups and their corresponding numbers are expressed in Table 1. Following panel selection, a phone call was made to each person to establish contact and confirm their willingness to participate in the study.

Table 1. Scope of the Study

Type of Respondents	n
Administrators	
State-level	2
District-level	2
Specialists	20
County 4-H Agents	
4-H Agriculture - 100% responsibility	4
4-H Home Economics - 100% responsibility	4
4-H Agriculture - split responsibility	3
4-H Home Economics - split responsibility	3
Total	38

4. Development of the Instruments

The Delphi Technique involves administering a series of questionnaires to a panel of experts. Each questionnaire after the first one is developed from the responses to the previous questionnaire.

The first questionnaire (Appendix A) in this study had an open-ended format. The respondents were asked to generate a list of ten roles that Tennessee Extension 4-H specialists should perform, and return the questionnaire. An appropriate cover letter (Appendix A) was developed and attached to the first-round questionnaire. Two weeks after the mailing of the questionnaire, a follow-up phone call was made to all non-respondents. Upon receiving the first round of questionnaires, the researcher read and summarized the responses, and deleted all duplications. Then the researcher logically grouped roles of similar subjects into thirteen sections.

The second questionnaire (Appendix B) consisted of the thirteen sections of roles with a rating scale beside them. The respondents were asked to rate the roles between 1 (most important) and 9 (least important), and return the questionnaire. A second-round cover letter (Appendix B) was developed and attached to the second questionnaire and it was sent to all panel members. Follow-up was conducted in the same manner as was used in round one. After receiving the second round of questionnaires, the researcher calculated the arithmetic mean and standard deviation for each of the roles.

The third questionnaire (Appendix C) was developed by ranking the roles from most important to least important by arithmetic mean within each of the sections. An appropriate third-round cover letter (Appendix C) was developed and attached to the questionnaire, and it was sent to all panel members. Panel members were provided the group means and their own individual ratings of each item. They were then asked to make any changes in the ranking of the roles that they felt necessary, and give explanation for those made. Follow-up phone calls to non-respondents were once again made two weeks after the mailing. Table 2 shows the return rates for each of the three questionnaires.

Table 2. Response from Questionnaires.

Questionnaire Number	n	Number Returned	Percent Returned
1	38	37	97
2	38	34	92
3	38	35	92
Total	114	106	94

5. Statistical Analysis

Importance and consensus are key elements in reporting on a Delphi study, with importance being shown by arithmetic means, and consensus shown by standard deviations. Therefore, arithmetic means and standard deviations were calculated to analyze each of the roles identified. Strong importance is represented by a low arithmetic mean, and strong consensus is represented by a low standard deviation.

CHAPTER IV

PRESENTATION AND DISCUSSION OF DATA

The purpose of the study was to identify a prioritized list of roles that Tennessee Extension 4-H specialists should perform. Furthermore, the study sought to describe any perceived differences in means and standard deviations between the three subgroups of panel members. The purposefully selected panel of experts was surveyed using the Delphi Technique to produce and prioritize a list of roles.

1. Presentation of Data

Data Collection

The panel of experts produced 316 individual responses to the round-one questionnaire. However, many of these responses were nearly identical in content or idea, so several responses were deleted to avoid duplication in the final list. The responses were then summarized and logically grouped by similar subjects into sections. The second round questionnaire consisted of 157 roles divided into thirteen sections with a range of five to thirty in each section.

This round-two document was then mailed back to the panel members, and they rated each item on a scale with one being most important and nine being

least important. Mean scores were tabulated to determine overall importance and standard deviations were calculated to determine consensus. Appendix D contains a complete list of all of the roles and their corresponding means and standard deviations with no divisions according to subject. This list is prioritized from most important to least important by mean scores.

In order to make comparisons of roles, it is necessary to divide them into categories according to importance. The researcher used average mean scores to categorize the list of roles into groups considered to be "Important," "Moderately Important," and "Unimportant." The limits for these groups are as follows:

1 - 2.49 = Important, 2.50 - 4.49 = Moderately Important, and ≥ 4.50 = Unimportant. Standard deviations of 2.00 or less indicate that consensus was reached. Standard deviations of greater than 2.00 represent a lack of consensus. The round-three questionnaire asked panel members to compare their rating to the average group rating and provide comments.

They were also asked to consider one additional role that a panel member added to the second questionnaire and rate its importance. The role stated: "Assign state level 4-H staff person as coordinator for the 4-H Shooting Sports program." After the third-round questionnaires were returned, the researcher used the responses to calculate an arithmetic mean of 5.67, and a standard deviation of 2.63. These scores suggest that most of the panel members agreed that this role is not important.

Data Analysis

Table 3 shows a list of the 13 groups of roles prioritized from most important to least important by average arithmetic mean scores. When comparing these average scores with the value limits which were defined, it appears that the first group of roles is considered to be especially important. This group contains roles related to program planning, and encompasses functions such as needs assessment, cooperative planning with all levels, program development, and keeping programs relevant. The average scores for the next 11 groups of roles classify them as being moderately important. The last group of roles on the list has an average mean score which places it in the unimportant category. This group is entitled "Specific Programs." Roles under this heading relate to functions performed in conjunction with specific programs, judging events, or conferences.

It should be noted that while it was possible to calculate the average mean scores for the groups of roles and then rank them accordingly, it is necessary to examine the mean and standard deviation scores for each of the individual roles in order to gain complete understanding. For example, even though the average mean score for the "Program Support" group gains it a ranking of ninth, the group contains eight roles which are among the most important overall. It is, therefore, very important to examine the scores for each of the roles within each group.

Appendix D contains a list of all of the roles prioritized by mean scores. This list is not divided by subject, therefore, the top-priority roles are shown more clearly.

TABLE 3. Average Mean and Standard Deviation Scores for Groups of Roles.

Groups of Roles	M*	S.D.
1. Program Planning	2.35	.91
2. Personal and Professional Development	2.60	.82
3. Materials/Curriculum	2.79	.99
4. Volunteer Development	2.92	1.50
5. Evaluation/Recognition	3.39	1.30
6. Publicity	3.40	1.39
7. Agent Training and Development	3.50	.99
8. Program Sponsorship	3.53	1.63
9. Program Support	3.58	.87
10. Cooperative Efforts	3.62	1.16
11. Judging Roles	3.67	1.65
12. Program Leadership/Management	3.69	1.12
13. Specific Programs	5.12	1.42

* Mean Scores of: 1 - 2.49=Important; 2.50 - 4.49=Moderately Important; ≥ 4.50 =Unimportant
 The mean scores and subsequent ordering of these groups of roles may be due in part to the number of roles and the variability in rating within each group. It is very important to carefully examine the scores of each of the individual roles listed in each group.

2. Discussion of Data

Tables 4 through 16 show comparisons of the mean and standard deviation scores for each role as averaged by the three subgroups of panel members: agents, specialists, and administrators, as well as the total mean and standard deviation scores for the entire panel.

Program Planning

Table 4 shows all of the roles in the "Program Planning" group and their corresponding means and standard deviations. This group was ranked first, and is therefore considered to be the most important of the groups of roles. All of these roles except two classify as important roles, and standard deviation scores indicate that the panel reached consensus on all the roles except the last one in the table. This role stated: "Develop the 4-H youth components of each of the seven priority programs to educationally serve Tennessee families and individuals." Average means for each of the panel groups show that they scored it differently. Administrators agreed that it was quite important while specialists and agents considered it only moderately important.

Personal and Professional Development

The group ranked second in importance is "Personal and Professional Development" roles, which are found in Table 5. This group of roles dealt more

TABLE 4. Mean and Standard Deviation Scores for Program Planning Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Keep programs relevant and up-to-date.	1.20	.42	1.60	.82	1.00	.00	1.41	.70
2. Review program directions, determine futuristic directions and objectives, and make changes in programs to meet the needs of clientele.	2.27	1.19	2.15	1.23	1.50	.58	2.11	1.16
3. Develop more programs and activities in which competition and winning is not the goal or end result.	2.27	2.00	2.25	2.10	1.75	.96	2.20	1.94
4. Work with county, district, and state staffs in program planning to develop an integrated 4-H program.	2.36	1.21	2.35	1.23	1.50	.58	2.26	1.17
5. Provide leadership in developing top-priority statewide 4-H program initiatives.	2.55	1.21	2.30	1.38	2.25	1.89	2.37	1.35
6. See that projects are available which suit 4-H members needs.	1.64	.67	2.85	1.53	2.00	1.41	2.37	1.40
7. Identify state 4-H program needs based on information from advisory committees.	2.36	1.12	3.05	1.88	2.75	1.71	2.80	1.64
8. Develop the 4-H youth components of each of the seven priority programs to educationally serve Tennessee families and individuals.	2.82	2.04	3.95	2.33	1.75	1.50	3.34	2.25

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 5. Mean and Standard Deviation Scores for Personal and Professional Development Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Be dedicated to improving the lives of young people.	1.64	.81	1.45	.69	1.25	.50	1.49	.70
2. Always be ready to change, instead of getting caught up in the way it has always been done.	1.73	.79	2.00	1.08	2.00	.82	1.91	.95
3. Be open-minded.	1.91	1.38	2.15	1.14	1.50	.58	2.00	1.16
4. Keep abreast of new trends and methodology in youth development.	2.27	1.42	2.00	1.03	1.75	.96	2.06	1.14
5. Serve as positive role models for field staff and clientele in order to help motivate and inspire them.	2.09	1.51	2.20	1.36	1.50	.58	2.09	1.34
6. Read, train, and study to keep up with all new methods, technology, and trends; and stay current on youth issues.	2.45	1.63	2.10	.97	1.50	.58	2.14	1.19
7. Should not promise what they can't deliver.	1.91	1.14	2.30	1.92	2.25	1.26	2.17	1.62
8. Be creative.	1.82	1.25	2.50	1.64	1.75	.96	2.20	1.47
9. Realize that their area is not the only area to which faculty are assigned.	2.09	1.45	2.40	1.23	2.25	1.26	2.29	1.27
10. Be great communicators with all people, including clientele, agents, and news media.	2.55	1.57	2.15	1.31	2.25	.96	2.29	1.34

TABLE 5. Continued.

	Role	Agents		Specialists		Administrators		Total	
		M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
11.	Be realistic in their goals and objectives.	2.27	1.49	2.30	2.13	3.00	1.41	2.37	1.85
12.	Give positive feedback when their information is used well.	2.36	1.50	2.45	1.23	2.50	1.29	2.43	1.29
13.	Serve as an authority in their field.	2.18	1.40	2.30	1.59	3.75	2.99	2.43	1.74
14.	Participate in advanced training and professional improvement activities to increase knowledge and expertise.	3.27	2.41	2.15	1.04	2.50	.58	2.54	1.62
15.	Do the same thing differently; work smarter, not harder.	2.73	2.61	2.70	1.53	2.75	1.71	2.71	1.89
16.	Help promote and cooperate with other Extension sections.	2.82	1.40	2.95	1.23	2.50	1.73	2.86	1.31
17.	Be committed to having things happen, not to how they happen.	2.55	1.44	3.25	1.83	2.67	.58	2.97	1.64
18.	Develop a continuous program for their individual professional development.	3.73	2.76	2.65	1.81	2.50	.58	2.97	2.09
19.	Encourage older youth and adults to work with 4-H members.	3.00	2.00	3.65	2.54	2.00	1.41	3.26	2.29
20.	Be informed about current issues affecting Tennessee industry and consumers.	2.36	1.43	3.75	2.61	3.75	2.06	3.31	2.29
21.	Place the needs of the many ahead of the needs of the few.	3.36	2.69	3.70	2.36	4.33	4.16	3.65	2.56
22.	Be involved in state and national professional organizations.	3.91	2.88	3.80	2.33	3.25	1.50	3.77	2.39
23.	Be knowledgeable of all Extension programs.	2.73	1.68	4.60	1.85	4.00	2.58	3.94	2.01

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

with qualities and attitudes that panel members felt were appropriate for Extension 4-H specialists, than with the performance of actual roles. However, the mean and standard deviation scores indicate that panel members strongly agreed that the personal and professional development of 4-H specialists and their attitudes toward their work are considered to be more important than some of the roles that they actually perform. The first half of these roles are classified as important, while the last half are moderately important. Number 19 on the list stated: "Encourage older youth and adults to work with 4-H members." Administrators agreed that this was an important role, while agents and especially specialists rated it as being of moderate importance. The last role in the table also had scores which differed between panel groups. Agents, and to a lesser degree, administrators, considered it to be of moderate importance. Specialists rated it as being unimportant.

Materials/Curriculum

Table 6 lists the roles in the "Materials/Curriculum" group, which mainly concern the development and/or procurement of, and distribution of different types of materials and curriculum. This group of roles ranked third in importance, and averaged a low standard deviation, indicating high consensus. The first one fourth of these roles are classified as important, with the rest of the roles considered moderately important. Several of the roles on this list had

TABLE 6. Mean and Standard Deviation Scores for Materials/Curriculum Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Make information interesting and readable.	1.64	.92	2.35	1.63	2.50	1.73	2.14	1.46
2. See that curriculum is developed in a timely manner on today's "hot" topics for use by 4-H agents and volunteers.	1.64	.81	2.70	1.66	2.25	1.89	2.31	1.51
3. Coordinate the development and revision of attention-getting, timely, educational teaching materials and programs which can be used in club meetings.	1.64	.81	2.75	1.21	2.50	1.73	2.37	1.24
4. Develop literature that presents a challenge to youth enrolled in the project.	2.00	1.10	2.35	1.46	4.50	3.11	2.49	1.72
5. Possess a reliable and up-to-date library of available materials.	2.00	1.00	2.58	1.39	4.00	3.16	2.56	1.62
6. See that adequate and proper educational materials exist for all 4-H projects.	2.55	2.38	2.30	1.72	4.00	3.16	2.57	2.12
7. Identify or develop age-appropriate "teacher-friendly" curriculum and programs that are innovative and address critical needs of youth and are made available to county faculty.	2.27	1.19	3.30	2.25	1.50	.58	2.77	1.93
8. Provide up-to-date and appropriate videos for 4-H audiences.	1.55	.69	3.40	1.93	4.00	2.31	2.89	1.89
9. Provide more leadership in updating project materials and resources.	2.45	1.29	3.00	2.00	4.00	1.63	2.94	1.78
10. Ensure that useful project material exists for each project area for each grade level.	2.09	1.51	3.05	2.19	5.00	2.58	2.97	2.16

TABLE 6. Continued.

	Role	Agents		Specialists		Administrators		Total	
		M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
11.	Develop, write, adopt, or use comprehensive educational curriculum materials which include 4-H in school lessons, after-school project group materials, related activities, and events that will reinforce the educational outcomes expected.	2.64	2.46	3.25	2.34	2.50	1.91	2.97	2.29
12.	Develop a good supply of audio-visual teaching aids which are available for lending.	1.81	1.25	3.55	1.88	4.00	2.31	3.06	1.91
13.	Develop and provide lesson plans to be used by agents and volunteers.	2.09	1.64	3.90	2.47	3.50	1.91	3.29	2.28
14.	Produce useable, fun, and appropriate 4-H literature and publications for lay audiences in support of county programs.	3.45	2.34	3.26	1.82	5.50	2.38	3.59	2.12
15.	Develop project materials in Leadership and Citizenship.	3.18	2.56	3.95	1.85	3.25	2.06	3.63	2.09
16.	Teach curriculum for assigned 4-H subject area.	3.27	2.61	4.90	2.77	3.25	1.50	4.20	2.68

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

average scores which differed between agents, specialists, and administrators. Agents consistently ranked these roles as being important, while administrators rated them as moderately important or sometimes even unimportant.

Volunteer Development

The group of roles found in Table 7 is entitled "Volunteer Development," and contains roles related to the recruitment and training of volunteers, and the development of materials for volunteer use. This group ranked fourth in importance as indicated by average mean score. Also, the standard deviation score showed that members were in relative agreement concerning the importance of these roles. The scores of the agent, specialist, and administrator groups are very similar with no major disagreements.

Evaluation/Recognition

Table 8 shows the "Evaluation/Recognition" group, which is one of the smallest, containing only five roles. All of these roles classify as being of moderate importance, however, some differences do exist. Number two in the table states: "Evaluate 4-H project materials." Administrators consider this to be important, while specialists and especially agents rate it as being of moderate importance. Also, number five states: "Recognize counties and/or agents having successful 4-H programs." Administrators and specialists classified this role as moderately important, while agents rated it as unimportant.

TABLE 7. Mean and Standard Deviation Scores for Volunteer Development Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Develop curriculum, training materials, and programs for volunteer leader use.	2.73	2.37	2.65	1.73	2.25	1.89	2.63	1.91
2. Give leadership to counties in volunteer leader recruitment by providing materials and curriculum.	2.64	2.01	3.00	2.34	2.00	.82	2.77	2.10
3. Should make certain that volunteer leaders are properly used at state activities.	2.36	2.16	3.25	1.92	2.25	.50	2.86	1.91
4. Aid in the development of teams of volunteer leaders who are competent to teach at the local club level.	2.36	1.96	3.45	2.11	2.50	1.29	3.00	2.01
5. Assist in statewide volunteer leader development in program content area.	3.45	2.07	3.00	1.75	2.00	2.00	3.03	1.87
6. Assist county staff in training volunteer leaders.	2.82	1.83	3.40	2.06	3.75	2.36	3.26	1.99

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 8. Mean and Standard Deviation Scores for Evaluation/Recognition Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Actively collect, evaluate, and utilize information from the total 4-H programs.	2.64	1.43	3.50	2.12	2.00	.82	3.06	1.86
2. Evaluate 4-H project materials.	3.82	3.09	3.15	1.79	1.75	.50	3.20	2.23
3. Provide coordination and guidance in evaluation, measurement of impact, and reporting for 4-H programs.	2.91	1.87	3.60	2.26	3.25	1.89	3.34	2.07
4. Maintain a quality 4-H awards and recognition program.	2.91	1.92	4.05	1.43	3.00	1.15	3.57	1.63
5. Recognize counties and/or agents having successful 4-H programs.	4.64	2.42	3.55	2.28	2.75	1.50	3.80	2.29

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

Publicity

The next group is entitled "Publicity Roles." This group, listed in Table 9, addresses reporting, public relations, media materials, and development of interest. Both average mean and standard deviation scores are similar to the preceding group, showing that panel members agreed that these roles were of at least moderate importance. Differences do exist, however, among panel groups. Number three in the table states: "Write and distribute informative and promotional news articles about 4-H programs." Agents rated this role as important, specialists rated it as moderately important, and administrators classified it as unimportant. Also, number 10 in this table states: "Take pictures of winning contestants/ animals or judging teams and prepare news releases to be forwarded to local newspapers." Agents and specialists consider this role to be of moderate importance, but administrators gave it a very high score, indicating an opinion of unimportant.

Agent Training and Development

Table 10 lists roles related to "Agent Training and Development." This group encompasses roles related to training and development in a variety of subjects. Most of these roles fall into the moderate importance category, with only one role being considered important, and only two considered unimportant. Scores between panel groups were generally similar with the exception of two

TABLE 9. Mean and Standard Deviation Scores for Publicity Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Report on statewide 4-H programs.	2.18	1.66	2.95	2.09	1.25	.50	2.51	1.90
2. Coordinate public relations, publicity, and marketing of the 4-H program and its educational impacts in order to create awareness and interest among the public.	2.73	1.85	2.90	1.71	1.75	.96	2.71	1.69
3. Write and distribute informative and promotional news articles about 4-H programs.	2.27	1.49	3.50	1.61	5.00	3.16	3.29	1.92
4. Prepare and distribute publicity information about specific 4-H events.	2.64	1.57	3.50	2.16	4.00	3.46	3.29	2.15
5. Encourage peers and co-workers in their creative efforts to stimulate interest in 4-H.	2.91	1.30	3.55	1.93	4.25	3.59	3.43	1.97
6. Develop informative and promotional materials about 4-H for use in cable and regular television.	2.82	2.09	3.75	2.05	3.50	3.11	3.43	2.16
7. Develop promotional materials about 4-H programs for use in radio.	2.64	2.42	3.75	1.86	5.00	3.16	3.54	2.25
8. Serve as an expert advisor for the media.	2.73	1.49	4.36	2.28	4.00	2.94	3.80	2.21
9. Work to promote 4-H and develop interest among participants in schools.	4.27	2.61	3.50	2.48	4.75	3.86	3.89	2.64
10. Take pictures of winning contestants/animals or judging teams and prepare news releases to be forwarded to local newspapers.	3.00	2.00	4.30	2.27	6.50	3.32	4.14	2.48

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 10. Mean and Standard Deviation Scores for Agent Training and Development Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Develop and conduct useful inservice training for county 4-H agents and volunteers that addresses the delivery of youth programming to 4-H'ers.	2.09	1.38	2.37	1.57	2.00	.82	2.24	1.42
2. Develop and conduct training in 4-H program content and implementation for new staff.	2.64	1.75	2.47	1.31	2.25	1.89	2.50	1.48
3. Train county 4-H agents on how to identify, recruit, and train volunteers.	3.27	2.15	2.35	1.35	1.50	.58	2.54	1.65
4. Train county 4-H agents and volunteer leaders in working with 4-H'ers of various ages.	3.18	1.94	2.45	1.39	1.50	1.00	2.57	1.60
5. Train young agents to prioritize to avoid burnout.	2.36	1.75	3.40	2.52	4.50	2.38	3.20	2.32
6. Train agents in evaluation of their programs.	3.55	2.50	3.60	2.06	4.00	3.16	3.63	2.26
7. Provide staff development that will increase enthusiasm for county personnel.	2.55	1.44	3.90	2.17	5.50	2.65	3.66	2.17
8. Provide leadership and training to county 4-H agents about determining clientele needs.	4.00	1.84	3.80	1.77	4.00	2.94	3.89	1.88
9. Provide inservice training for young agents regarding the improvement of organization skills.	3.27	2.10	4.21	2.18	6.00	3.37	4.12	2.37
10. Train county 4-H agents in the guidelines and procedures to be followed at all state 4-H events and activities.	3.55	2.11	4.65	2.06	4.50	2.65	4.29	2.14
11. Train 4-H agents in the general philosophy related to 4-H programs.	4.55	2.81	4.70	2.39	4.25	2.99	4.60	2.51
12. Train agents in awards and recognition programs.	4.45	2.77	5.10	2.36	3.50	1.00	4.71	2.40

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

roles related to training and development designed to increase enthusiasm and organization skills. Agents and specialists classified these as moderately important, while administrators rated them as unimportant.

Program Sponsorship

Table 11 contains "Program Sponsorship" roles. These relate to fund development and expansion of donor support. The first role in the table is considered to be important, and the last role is classified as unimportant. The rest of the roles are moderately important. It is significant to note that administrators unanimously rated the first role a one, indicating that they all thought it was very important. The number seven role states: "Raise funds, obtain, sponsorship, and encourage donor support for projects." Agents and administrators rated this as being important, while specialists classified this role as unimportant. There was also a difference of opinion for role number eight which states: "Secure money and opportunities for state-winning judging teams to compete on national level or to attend project area tours." Agents considered this important, specialists thought it to be moderately important, and administrators rated it as unimportant.

Program Support

Table 12 lists roles related to "Program Support." This is the largest group, containing 30 roles. These relate to providing assistance and support on all levels

TABLE 11. Mean and Standard Deviation Scores for Program Sponsorship Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Actively gain assistance from donors to support and expand 4-H program needs.	2.27	1.74	2.70	1.75	1.00	.00	2.37	1.70
2. Identify sources of 4-H donor support.	2.09	1.58	3.50	1.61	2.00	2.00	2.89	1.75
3. Actively gain support from donors to support and expand 4-H programs.	2.36	1.86	3.70	2.03	1.25	.50	3.00	2.03
4. Write grants to develop 4-H funding and support.	2.82	2.71	3.70	2.11	2.50	1.91	3.29	2.28
5. Raise funds for educational programs.	2.45	2.34	4.20	2.19	1.75	1.50	3.37	2.34
6. Raise funds, obtain sponsorship, and encourage donor support for state events.	3.18	2.68	3.70	1.89	4.25	3.95	3.60	2.37
7. Raise funds, obtain sponsorship, and encourage donor support for projects.	2.45	1.63	4.65	2.06	1.75	1.50	3.63	2.20
8. Secure money and opportunities for state-winning judging teams to compete on national level or to attend project area tours.	2.18	1.60	4.20	2.07	5.00	4.08	3.66	2.39
9. Be responsible for state-level 4-H Fund Development.	3.45	2.73	4.45	2.50	2.50	2.38	3.91	2.58
10. Provide sponsorship for registration fees and awards for state-level activities and conferences.	2.36	1.63	4.85	2.08	4.75	3.86	4.06	2.42
11. Raise funds, obtain sponsorship, and encourage donor support for national events.	4.55	3.01	5.40	2.06	4.75	3.30	5.06	2.48

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 12. Mean and Standard Deviation Scores for Program Support Roles.

	Role	Agents		Specialists		Administrators		Total	
		M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1.	Supply answers and respond to requests from agents and 4-H'ers within a reasonable time period.	1.64	1.12	2.00	.79	1.75	1.26	1.97	.98
2.	Relay new trends and methodology to agents in a timely manner through inservice and other means.	2.18	1.54	2.00	1.08	1.25	.50	1.97	1.20
3.	Work with subject matter specialists and other faculty to help them develop educational programs in their area that are suitable for youth and pertinent to this age level.	1.91	.94	2.50	1.43	1.25	.50	2.17	1.27
4.	Assist administration in making decisions by providing facts and recommendations.	2.45	1.69	2.35	1.39	1.00	.00	2.23	1.46
5.	Help keep agents up-to-date about 4-H program or project happenings.	1.82	1.47	2.45	1.43	3.00	2.16	2.31	1.53
6.	Inform county faculty about all changes and/or new opportunities within the state's 4-H program.	2.27	1.74	2.35	1.35	2.25	2.50	2.31	1.57
7.	Provide early notification for 4-H activities and deadlines to all involved parties.	2.18	1.47	2.50	2.04	2.25	1.50	2.37	1.78
8.	Supply information in layman's language to county staff to assist them.	2.09	1.64	2.55	1.15	2.67	1.53	2.41	1.33
9.	Serve as resource people to provide ideas county agents statewide about quality programs which have been successful in other states.	2.36	1.12	2.55	1.15	2.75	2.06	2.51	1.22
10.	Assist subject matter specialists in creating and updating 4-H literature.	3.09	2.26	2.45	1.79	3.50	3.70	2.77	2.16

TABLE 12. Continued.

	Role	Agents		Specialists		Administrators		Total	
		M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
11.	Inform county faculty of national program directions.	2.64	1.03	3.00	1.89	3.75	2.50	2.97	1.72
12.	Provide leadership, assistance, and support to county faculty in developing 4-H program structure/content/direction.	2.91	1.58	3.30	1.95	2.25	1.89	3.06	1.81
13.	Provide support to departments and sections for specific subject matter-related projects.	3.36	2.06	3.25	1.83	2.00	1.41	3.14	1.87
14.	Be available to consult with county faculty in the county.	2.72	1.62	3.40	1.64	3.50	2.08	3.20	1.66
15.	Support proactive programs and proactive teaching.	3.55	1.21	3.40	2.01	1.75	.96	3.26	1.75
16.	Ask for suggestions and assistance from county agents in setting goals and objectives.	2.91	1.51	3.45	1.79	4.75	3.10	3.43	2.16
17.	Produce and distribute an indexed newsletter to inform agents and specialists of coming 4-H activities and events.	2.64	2.01	3.80	2.48	4.00	2.58	3.46	2.36
18.	Assist 4-H'ers when they become involved in national programs.	2.36	1.75	4.40	1.67	3.75	3.59	3.69	2.11
19.	Support district 4-H programs.	3.82	2.64	3.85	2.03	3.00	2.31	3.74	2.21
20.	Organize and give support to 4-H groups from Tennessee that attend out-of-state functions.	2.91	2.26	4.35	1.98	3.50	3.79	3.80	2.32
21.	Serve as backup resource individuals for county Extension agents.	3.45	1.51	4.45	2.76	2.25	1.26	3.89	2.37
22.	Assist county personnel and other specialists in finding solutions to problems presented by the public.	3.64	2.06	4.20	1.88	3.50	1.91	3.94	1.91

TABLE 12. Continued.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
23. Provide "special request" 4-H program materials to county staff.	3.18	1.54	4.50	2.01	5.50	3.42	4.20	2.14
24. Assist county faculty with prioritizing 4-H projects.	3.82	1.72	4.75	1.92	4.75	3.52	4.46	2.05
25. Work more closely and have more direct contact with state 4-H officers.	4.09	2.17	5.35	1.81	5.25	3.10	4.94	2.10
26. Present educational programs for 4-H'ers.	5.00	2.86	5.35	2.50	4.75	2.99	5.17	2.60
27. Be available to assist with county meetings involving leaders and 4-H'ers.	5.27	2.80	5.95	2.35	5.50	3.42	5.69	2.55
28. Periodically visit individual counties to attend a monthly school 4-H meeting.	5.91	3.05	6.05	2.06	4.25	3.59	5.80	2.56
29. Present subject matter material at 4-H meetings.	5.91	3.33	6.80	2.24	6.00	3.83	6.43	2.75
30. Serve as a resource in helping industry representatives solve their problems.	7.36	2.34	6.20	2.26	6.25	3.59	6.57	2.43

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

and serving as a resource by teaching and providing materials. The first one fourth of this list of roles was considered important, and the middle one half was rated as moderately important. The last one fourth of the roles was classified as unimportant. Role number four stated: "Assist administration in making decisions by providing facts and recommendations." Administrators unanimously rated this a one, indicating that they all thought it was very important. Also, role number 23 elicited some differences of opinion. It stated: "Provide 'special request' 4-H program materials to county staff." Agents considered this to be moderately important, while specialists and administrators rated it as unimportant.

Cooperative Efforts

Table 13 contains roles related to "Cooperative Efforts." These roles are all rated moderately important, except for the last two in the table which were classified unimportant. Responses to role number eight produced differing opinions. It stated: "Should be responsible for ongoing monthly or weekly communication with specialists not assigned to the 4-H department, administration, district supervisors, and associates." Administrators rated this role as important, while agents considered it as moderately important. Specialists' mean scores averaged 5.65, indicating they thought it was unimportant.

TABLE 13. Mean and Standard Deviation Scores for Cooperative Efforts Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Should have a state plan for the state specialist team that will specifically identify the roles of each state specialist.	3.09	2.12	2.80	1.67	2.00	1.41	2.80	1.78
2. Should perform as a unified team working toward a unified educational vision and mission, while maintaining the integrity of individual strengths each specialist brings to the team.	2.81	1.89	3.00	1.97	2.50	1.73	2.89	1.88
3. Facilitate coalition-building among other groups and agencies with similar goals in program content and youth development.	3.09	1.45	3.05	1.39	2.50	1.29	3.00	1.37
4. Should work with district faculty to assist in developing a district program that is in alignment with priority programs.	3.18	2.56	3.50	1.67	2.25	.96	3.26	1.93
5. Work with a mix of agents, volunteer leaders, and donors to create a shared vision, mission, and strategic plan for the 4-H youth program.	3.45	2.70	3.00	1.75	4.00	3.37	3.26	2.23
6. Serve as liaison to the State Department of Education to develop a working partnership to address critical needs of youth.	3.36	2.54	4.20	2.33	2.00	1.41	3.69	2.37
7. Serve as a liaison between county, district, and national levels.	3.45	2.11	4.30	2.45	2.50	1.00	3.83	2.27
8. Should be responsible for ongoing monthly or weekly communication with specialists not assigned to the 4-H department, administration, district supervisors, and associates.	4.00	2.49	5.65	2.28	2.00	1.15	4.71	2.53
9. Expand teaching audiences to include other youth groups.	6.36	2.20	4.45	2.21	5.50	1.91	5.17	2.29

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

Judging

Table 14 contains a small group of only five roles relating to judging teams and types of judging events. While the average mean score does indicate moderate importance, the standard deviation score for this group is the highest on the list, indicating that there was the least amount of consensus among the opinions of panel members about these judging roles. In comparing the scores between panel groups, a pattern is found. Agents rated these roles the lowest of the three groups, which means they considered these roles to be at least moderately important. Specialists scores were a little higher, with four of the five ranking as moderately important. Administrators consistently gave these roles high scores, with four of the five classified as unimportant.

Leadership/Management

Table 15 lists roles related to "Leadership/Management." The first role in this group was rated in the important category, and the last two roles rated in the unimportant category. All the other roles were considered moderately important. Most of the scores for the panel groups were similar. Role number nine did produce some differing opinions. It stated: "Demonstrate the correct way to handle projects." Agents and specialists rated number nine as moderately important, and administrators rated it as unimportant.

TABLE 14. Mean and Standard Deviation Scores for Judging Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Supply adequate judging team training materials for all counties equally.	2.00	1.61	2.95	1.79	4.25	2.50	2.80	1.89
2. Standardize guidelines for county, district, and state judging contests.	2.45	1.69	2.50	1.57	6.25	2.22	2.91	2.03
3. Organize, promote, and conduct state-level 4-H judging contests and related recognition programs.	2.18	1.17	3.70	1.92	6.25	3.40	3.51	2.23
4. Provide district-wide 4-H judging team training.	3.55	2.11	4.45	2.06	7.00	2.16	4.46	2.27
5. Assist with conduction of state and district livestock shows.	4.09	3.39	4.50	2.44	7.00	2.16	4.66	2.81

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 15. Mean and Standard Deviation Scores for Leadership/Management Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Should constantly work to improve teaching, educational programs, the excellence of county faculty, and the quality of volunteer leaders.	2.27	1.35	2.30	1.42	1.25	.50	2.17	1.34
2. Provide overall leadership and direction for 4-H.	2.73	1.42	2.50	1.61	2.00	2.00	2.51	1.56
3. Help to continue a program that provides leadership and citizenship opportunities to youth.	2.73	1.49	3.35	1.39	1.75	.50	2.97	1.42
4. Coordinate state-wide activities of educational 4-H youth programs by acting as conduits among 4-H leaders, agents, subject area specialists, and youth members.	3.55	1.57	2.90	1.45	2.50	.58	3.06	1.43
5. Develop ownership and leadership for the total 4-H educational program, with special emphasis on the educational value of county level learning and development of youth and their volunteer leaders.	3.00	1.67	3.50	1.79	1.75	1.50	3.14	1.77
6. Research other state programs, current studies, and current Tennessee programs.	3.45	1.92	3.60	1.70	3.75	1.71	3.57	1.72
7. Maintain communication with national and regional 4-H leadership.	3.18	1.83	3.90	2.29	3.75	3.59	3.66	2.27
8. Provide leadership for sponsor and support organizations.	3.82	2.27	4.35	2.35	2.00	1.41	4.03	2.30
9. Demonstrate the correct way to handle projects.	3.09	1.92	4.20	1.99	6.00	3.56	4.06	2.27
10. Present talks, lead discussions, and disperse information verbally to lay audiences, commodity groups and 4-H groups.	3.64	2.54	4.05	2.54	6.00	3.16	4.14	2.63

TABLE 15. Continued.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
11. Be responsible for all paperwork, letters, requests for donations, acknowledgements, etc., in all actions related to 4-H.	3.91	2.43	4.55	2.52	3.50	3.11	4.23	2.51
12. Maintain up-to-date records on past outstanding 4-H'ers.	5.00	2.68	4.70	2.39	3.75	2.75	4.69	2.47
13. Unify the 4-H and FFA organizations.	6.09	2.95	5.90	2.79	6.25	3.10	6.00	2.79

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

Specific Programs

The last group of roles, entitled "Specific Programs," are found in Table 16. The first three of these nine roles were ranked as moderately important. The other six roles were classified as unimportant. Numbers two and four had mean scores which showed differences of opinion between agents, specialists, and administrators. It is interesting to note that administrators unanimously gave the score of lowest possible importance to role number seven, which stated: "Judge at 4-H Roundup."

TABLE 16. Mean and Standard Deviation Scores for Specific Programs Roles.

Role	Agents		Specialists		Administrators		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Organize, conduct, and provide necessary leadership for state-wide educational programs and events.	2.91	1.64	2.65	1.90	5.25	3.86	3.03	2.19
2. Should develop innovative camping programs and activities for use statewide.	1.82	1.17	4.55	2.68	3.00	1.41	3.51	2.49
3. Provide liaison on educational camping programs and activities for use statewide.	2.64	2.01	4.70	2.27	3.50	1.73	3.91	2.29
4. Develop criteria for district events.	4.18	2.96	4.45	2.24	7.25	2.22	4.69	2.59
5. Present ideas and teach at Junior Achievement Conference.	3.55	2.50	5.45	2.68	5.33	3.51	4.82	2.76
6. Judge project books.	5.64	2.98	5.20	2.69	8.75	.50	5.74	2.81
7. Judge at 4-H Roundup.	6.18	2.75	5.75	3.01	9.00	.00	6.26	2.88
8. Work to include an ethnic dress category in the state-level Fashion Revue.	6.55	3.01	7.30	1.89	6.25	3.40	6.94	2.42
9. Work to include a rap contest in conjunction with public speaking contests.	7.45	2.62	7.70	1.81	7.25	3.50	7.57	2.23

* Mean Scores of: 1 - 2.49 = Important; 2.50 - 4.49 = Moderately Important; ≥ 4.50 = Unimportant

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. Need for the Study

The Cooperative Extension System employs state Extension specialists in several areas. The roles of these specialists have been debated since the early years of Extension. Many conflicting opinions exist concerning their specific responsibilities. Extension specialists' positions vary from state to state, within program areas, and between appointment percentages and rank (Wessel, 1985).

Our society is in a constant state of change, and while most agree that change is good for the Cooperative Extension System, it can give rise to problems. The roles and responsibilities of both old and new positions can become ambiguous, and there may be disagreement as to the specific jobs of staff members (Carroll, 1989).

Extension 4-H specialists also face the problem of role ambiguity, but perhaps to an even greater degree. The roles and responsibilities of 4-H specialists are very different from those of subject matter specialists. They have state-wide responsibility for 4-H-related programs that encompass many subjects, and so 4-H specialists must determine what their particular responsibilities are within each area.

In Tennessee there is a problem with ambiguity in the roles of Extension 4-H specialists. Conflicting perceptions about their responsibilities abound and the process of change has compounded the problem. There is a need for clarification of the roles of Extension 4-H specialists, and this study could be very helpful in that capacity.

2. Purpose of the Study

The purpose of the study was to identify a prioritized list of roles that Tennessee Extension 4-H specialists should perform. Furthermore, the study sought to describe any perceived differences in means and standard deviations between the three subgroups of panel members.

3. Summary of Procedures

This study was of a descriptive/correlational nature. A modified Delphi Technique was utilized on a panel of experts to generate data. This panel was purposefully selected from The University of Tennessee Institute of Agriculture Directory 1993. Three groups of Tennessee Agricultural Extension Service employees were chosen to participate as panel members, including: (1) county 4-H agents, (2) specialists, and (3) administrators. The representatives of each were chosen through a selection process of specific criteria. After selection of all of the respondents, the panel was comprised of 38 individuals.

Three rounds of questionnaires were sent to panel members, and normal follow-up procedures utilized. The first round questionnaire asked respondents to provide examples of roles that they felt were appropriate for state Extension 4-H specialists to perform. The second round questionnaire allowed panel members to rate these roles between one (most important) and nine (least important). The third round simply asked respondents for comments regarding the prioritized ranking of the roles. The panel of experts produced 316 individual responses to the round one questionnaire. However, after summary and removal of duplicate responses, the second round questionnaire consisted of 157 roles divided into sections according to similar subject matter. The resulting list contained thirteen sections prioritized by average means, with a range of five to 30 roles in each section.

Arithmetic means were calculated from the results of questionnaire number two and used to indicate importance, and standard deviations were calculated and used to show consensus. Comments from questionnaire number three were also used to determine consensus. The roles developed with the Delphi Technique apply only to Extension 4-H specialists in Tennessee.

4. Study Recommendations

Tables 4 through 16 show comparisons of the mean and standard deviation scores for each role as averaged by the three subgroups of panel members: agents, specialists, and administrators, as well as the total mean and standard

deviation scores for the entire panel. These tables and narratives describing each one can be found in Chapter 4. All of the following recommendations are based on data and information gained from the study and reviewed in previous pages. The information contained in Chapter 4 will not be restated here, and so it should be consulted as needed when considering the following statements.

1. In order to keep programs relevant and up-to-date, Tennessee Extension 4-H specialists should coordinate the constant process of program planning, including the conducting of needs assessments, evaluation of programs and materials, and determination of futuristic objectives and priorities. It is very important to keep programs relevant and up-to-date since the popularity of and support for the 4-H program often depends upon programs' abilities to meet the needs of clientele. This can be accomplished by good program planning. An integral part of program planning is the needs assessment process. 4-H specialists should attempt to remain in tune with county level 4-H agents by constantly performing some type of assessment to determine characteristics of the current situation and specific needs Extension programs can address.

In addition, 4-H specialists should constantly evaluate their programs and materials to determine their relevance and usefulness in the current situation. These activities are essential to provide data to guide the selection of top-priority subjects and programs on which to focus attention and resources. While 4-H specialists do have the primary responsibility for these program planning roles,

they should make every attempt to involve faculty on all levels, donors, volunteers, parents, and teachers in order to produce an integrated program.

The data in this study indicated that subject matter specialists believed that 4-H specialists should have primary responsibility for the evaluation of projects and materials. However, it also shows that subject matter specialists believe that 4-H specialists' program planning efforts should stop short of developing curriculum materials. Subject matter specialists have traditionally performed this role, and it seems that they still perceive developing materials to be their responsibility. The data from this study also suggests that 4-H specialists should concentrate on coordinating programs and events which are non-competitive in nature. Panel members, especially administrators, indicated that events in which only a few winners are chosen are now being given lower priority than they have in the past. Roles related to judging were ranked 14th of 16, indicating that 4-H specialists should devote less time to judging contests.

2. Tennessee Extension 4-H specialists should be open-minded, creative, and dedicated to improving the lives of young people. Data obtained during this study indicated that the personal and professional development of 4-H specialists and their attitudes toward their work are considered to be as important as the roles that they actually perform. 4-H specialists should make a conscious effort to remain open-minded and conducive to new ideas. In addition, 4-H specialists should attempt to work creatively, especially in the production of materials and programs. Certainly, it is of the utmost importance for 4-H specialists to be

dedicated to improving the lives of young people. This dedication should be the stimulus for their interest and work, and will probably be evidenced by enthusiasm for the state 4-H program.

3. Tennessee Extension 4-H specialists should participate in advanced training and professional improvement activities to keep up with new trends and methodology in youth development, and should be willing to update and change as need indicates. Just as it is important to keep programs and materials up-to-date, so it is also important for 4-H specialists to be constantly expanding their knowledge base in order to keep it current. In order to do this, they must possess an open-minded, willing attitude that allows them to change practices, programs, and materials as needed. 4-H specialists should guard against getting caught up in "the way it has always been done." However, specialists should carefully choose areas in which to study and remain current. They should not spend time trying to be knowledgeable of all Extension programs or in keeping current on industry problems. Also, participation in state and national professional organizations should be of an active nature and should help them to gain and disseminate information about new programs and trends in 4-H and youth development.

4. Tennessee Extension 4-H specialists should coordinate the procurement of interesting and timely educational teaching materials and curricula. It is very important for educational teaching materials and curricula to be well-written, interesting, and timely in order for them to be useful and applicable. 4-H specialists have the responsibility to work with and through others to ensure that

these materials and curricula are procured. This may refer to revising existing materials, creating new materials, or procuring them from outside sources. This does not particularly refer to project literature, but rather to other types of materials and curricula, including, but not limited to lesson plans for in-school programs, videos, and other audio visuals. Data from the study indicate that agents especially desire these types of materials. While 4-H project literature has been the primary type of educational materials used in the past, a number of panel members indicated that they are not currently serving their purpose successfully. They explained that the project materials needed to be more relevant and up-to-date, fun, and attractive to 4-H members.

5. Tennessee Extension 4-H specialists should serve as a resource in 4-H and youth development by providing facts, making recommendations, and supplying answers and responding to requests within a reasonable time period.

An integral part of the state 4-H specialist position is supporting other Extension faculty. As experts in 4-H and youth development, they are responsible for sharing their knowledge and making well-informed recommendations when needed. They should be able to provide pertinent facts when necessary, and assist administration in making sound decisions. They should also supply answers and respond to requests within a reasonable time period. However, support roles for 4-H specialists should not extend to local-level functions. For example, they should not be responsible for attending local school 4-H meetings to present educational programs. Neither should they be actively responsible for helping

industry representatives solve their problems. In these cases the Extension 4-H specialist should serve as a backup resource only.

6. Tennessee Extension 4-H specialists should develop and conduct useful inservice training for county 4-H agents and volunteers that addresses the delivery of youth programming to 4-H'ers. 4-H specialists should share their knowledge and expertise with other faculty by conducting inservice training. However, it is important that they conduct training in subjects that specifically concern 4-H programs and their leaders. 4-H specialists should also emphasize the delivery of youth programming to 4-H'ers. Other types of training such as general 4-H philosophy, awards and recognition programs, and organization skills were considered less important. Also, data from this study suggested that while administrators rated some types of training to be important, agents did not agree, possibly indicating that the agents perceive they do not need this type of training.

7. Provide timely notification to agents regarding new trends and opportunities in 4-H and youth development, changes in programs, and event information. Communication is vital in any organization and the Tennessee Agricultural Extension Service is certainly no different. Programs do run more smoothly if there is a good exchange of information between faculty. It is the responsibility of the 4-H specialists to constantly update county, district, and state faculty about changes and/or new opportunities within the state's 4-H program. They should also supply current information about and training in new trends and methodology in youth development. It is also important for 4-H specialists to

provide early notification for 4-H activities and deadlines. This type of cooperation and exchange of information promotes a well-planned and smoothly-executed state 4-H program.

8. Tennessee Extension 4-H specialists should identify and gain assistance from donors to support and expand educational 4-H programs. Funding and donor support is, of course, quite necessary for the successful perpetuation of the state 4-H program. 4-H specialists should have the responsibility of recruiting and managing donors and sources of funding, especially through grants. With many different areas vying for the same dollars, however, it becomes necessary to choose specific areas to support. The data from this study indicate that highest priority should be for funding to support and expand educational 4-H programs. Other choices, such as funding for registration fees, awards, and national events, are considered less important. This study also suggests that consideration be given to promoting fundraising as a cooperative effort, with agents and specialists sharing responsibilities.

9. Tennessee Extension 4-H specialists should perform as a unified team working toward a common educational vision and mission, with all specialists using their individual strengths to complete their assigned duties. The state 4-H specialist team should have a comprehensive, dynamic plan for their department that identifies the specific roles of each specialist on the 4-H team. This plan should help to unify the specialists and focus their efforts toward a common direction, while allowing them to use their talents in completing their part of the

plan. Ideally, a mix of agents, volunteer leaders, and donors should meet periodically to evaluate and revise the shared vision, mission, and strategic plan to keep them relevant to the current situation.

It should be noted that 4-H specialists should fulfill their responsibility for this by working with and through others. Recall that, in fact, subject matter specialists seem to perceive the development of materials to be primarily their duty. Therefore, 4-H specialists should serve as coordinators and work with faculty to procure interesting and timely educational teaching materials and curricula.

10. Tennessee Extension 4-H Specialists should constantly work to improve teaching, educational programs, the excellence of county faculty, and the quality of volunteer leaders. Extension 4-H specialists are the state leaders for the 4-H program, and as such, they are responsible for all of its aspects. In order to maintain a successful total program, they must work constantly to ensure each of these aspects are of the highest quality.

11. Tennessee Extension 4-H specialists should assist in the development of competent volunteer leaders by producing curriculum, training materials, and programs for use with volunteer leaders. Volunteer leaders are an important part of the Tennessee 4-H program, and data from this study seem to suggest that panel members, especially administrators, believe roles related to volunteer development are still moderately important for 4-H specialists to perform. Tennessee Extension 4-H specialists should have the responsibility to procure

curricula, training materials and programs for use with volunteer leaders. In doing so, they will be assisting county 4-H agents in training and developing volunteers into competent, valuable resources. It is also likely that the very existence of such materials will prove to be helpful in assisting county 4-H agents in recruiting volunteers.

12. Tennessee Extension 4-H specialists should coordinate public relations, publicity, and marketing of statewide 4-H programs and their educational impacts in order to create awareness and interest among the public.

The popularity of and support for the 4-H program relies heavily upon the opinions and interests of the public, therefore the general promotion of 4-H programs and their impacts are at least moderately important. As state leaders for the 4-H program, 4-H specialists should have the responsibility for coordinating efforts to recognize statewide 4-H programs. Any of a variety of media could be used to display and market successful programs and their impacts in a manner which does increase awareness and interest among the public.

5. Additional Recommendations

Based upon the knowledge gained from this study, it is recommended that Tennessee Extension 4-H specialists:

1. Carefully evaluate the results of this study to gain a good understanding of the top-priority roles established.
2. Evaluate their current roles in relation to the data found in this study to determine similarities and dissimilarities.

3. Work cooperatively to select and perform roles which reflect the needs and desires of Tennessee Extension faculty and clientele.
4. Constantly seek information regarding the roles of Extension 4-H specialists in order to keep the Tennessee 4-H program current and successful.

Also, based upon the knowledge gained from this study, it is recommended that:

1. Additional study be completed to further define top-priority roles for Tennessee Extension 4-H specialists.
2. This type of research be repeated periodically to ensure that the roles of Tennessee Extension 4-H specialists fulfill the needs and desires of Tennessee Extension faculty and clientele.

6. Summary

This descriptive study was designed to produce a prioritized list of roles that Tennessee Extension 4-H specialists should perform. The data obtained in this study provide information that could be used to describe the ideal group of Tennessee Extension 4-H specialists. This group would actually be a unified, cooperative team focused on a single set of goals and objectives. Each of these 4-H specialists would certainly exhibit individual strengths, but they should also demonstrate other characteristics including: an open mind, creativity, dedication, and enthusiasm. They should read, train, and study to keep themselves and their programs current, and communicate any new information gained to other Extension faculty.

This group should place top priority upon program planning roles such as evaluation, needs assessment, and the selection and coordination of programs and

activities. Other high-priority roles would include procuring teaching materials and curricula, volunteer development, expansion of donor support, and serving as a resource for leaders and Extension faculty at all levels.

This team of Tennessee Extension 4-H specialists should serve as excellent leaders for the state 4-H program. This requires good communication and co-operation between faculty. Also, this team should be responsible for keeping all aspects of the state program; teaching, materials, programs, and leaders of the highest possible quality. This ensures that the Tennessee 4-H program will remain strong and successful in the future.

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APPENDICES

APPENDIX A
FIRST ROUND MATERIALS

January 7, 1994

1 ~

2 ~

3 ~

Dear 4 ~

I am currently conducting research to gain consensus of opinion on the roles of the Tennessee Extension 4-H Specialists. I am using a research method called the "Delphi Technique" to gather information. A panel of experts including Extension agents, Extension specialists, and Extension administrators has been selected from the Tennessee Agricultural Extension Service to participate in the study.

As you may recall from our phone conversation, I am asking you to help in this study by answering a series of three questionnaires which you will receive during the next few weeks. Each one should take approximately 15 minutes to complete. The results of this study will be very useful to the State 4-H Office in helping with program planning and determining directions for the future.

The first questionnaire is enclosed and asks you for your honest opinion on what you believe should be the roles of the Tennessee Extension 4-H Specialists. The identification number in the upper right corner will be used only by the researcher to follow up non-respondents. Your name will never be linked to your individual responses. However, your responses will be included along with the many others we will receive and used to develop the second questionnaire. **Since the next phase of the study is dependent upon your responses to this questionnaire, please try to return it to me by January 21, 1994.** If you have any questions, please contact me at the above address and phone number.

Thank you for your interest and participation.

Sincerely,

Carla N. Carver
Graduate Research Assistant

**DELPHI PANEL RESPONSE FORM
ROUND ONE**

Please list up to ten possible endings, no particular order of importance required, to the following statement:

Tennessee Extension 4-H Specialists should perform the following roles...

EXAMPLE: A possible answer to the above statement might be, "**Draw cartoons for the local papers.**"

LIST YOUR ANSWERS BELOW

NUMBER ONE:

NUMBER TWO:

NUMBER THREE:

NUMBER FOUR:

NUMBER FIVE:

NUMBER SIX:

NUMBER SEVEN:

NUMBER EIGHT:

NUMBER NINE:

NUMBER TEN:

APPENDIX B
SECOND ROUND MATERIALS

March 28, 1994

1 ~

2 ~

3 ~

Dear 4 ~

Enclosed you will find the second round questionnaire in our Delphi study concerning the roles of Tennessee Extension 4-H specialists. Please read the directions at the top of the first page very carefully prior to rating each item.

As before, responses to this questionnaire will be used to develop the third and final round survey. Therefore, since the next phase of the study is dependent upon your prompt response to this questionnaire, **please try to return it to me by April 11, 1994.**

Completion of this round of the study should take approximately 30 minutes. Thank you for your interest and participation. Please call me if you have any questions.

Sincerely,

Carla N. Carver
Graduate Research Assistant

**DELPHI PANEL RESPONSE FORM
ROUND TWO**

You'll recall that, during the first round of our panel study, we asked you to provide us with up to ten possible endings to the following statement:

Tennessee Extension 4-H Specialists should perform the following roles...

Following is a list of those responses you and other panel members provided us during that first round. In order that a priority can be determined for these statements, and to assure that we focus on the most essential ones, we are asking that you rate each of them on the nine point continuum, ranging from one (meaning most important), to nine (meaning least important).

The list of statements is quite lengthy. Statements have been categorized into thirteen groups to help you in your ratings. Please be selective in choosing those factors you consider as most important for our analysis.

EXAMPLE:

	Place an (X) in the appropriate space.
	Most Important Least Important
A. Draw cartoons for the local papers.	///////// 123456789
B. Put more emphasis on model rockets.	//X////// 123456789

(By marking as illustrated above, you would be indicating that you think the first statement (A) is not very important, while the second statement (B) is very important.)

	Place an (X) in the appropriate space.
	Most Important Least Important
<u>AGENT TRAINING AND DEVELOPMENT</u>	
1. Train county 4-H agents on how to identify, recruit, and train volunteers.	///////// 123456789
2. Train agents in evaluation of their programs.	///////// 123456789
3. Train agents in awards and recognition programs.	///////// 123456789
4. Train young agents to prioritize to avoid burnout.	///////// 123456789
5. Provide staff development that will increase enthusiasm for county personnel.	///////// 123456789
6. Develop and conduct training in 4-H program content and implementation for new staff.	///////// 123456789
7. Train county 4-H agents and volunteer leaders in working with 4-H'ers of various ages.	///////// 123456789

		Most Important	Least Important
8.	Provide leadership and training to county 4-H agents about determining clientele needs.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
9.	Train county 4-H agents in the guidelines and procedures to be followed at all state 4-H events and activities.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
10.	Develop and conduct useful inservice training for county 4-H agents and volunteers that addresses the delivery of youth programming to 4-H'ers.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
11.	Train 4-H agents in the general philosophy related to 4-H programs.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
12.	Provide inservice training for young agents regarding the improvement of organization skills.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
COOPERATIVE EFFORTS			
1.	Facilitate coalition-building among other groups and agencies with similar goals in program content and youth development.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
2.	Serve as liaison to the State Department of Education to develop working partnership to address critical needs of youth.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
3.	Expand teaching audiences to include other youth groups.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
4.	Work with a mix of agents, volunteer leaders, and donors to create a shared vision, mission, and strategic plan for the 4-H youth program.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
5.	Should perform as a unified team working toward a unified educational vision and mission, while maintaining the integrity of individual strengths each specialist brings to the team.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
6.	Should work with district faculty to assist in developing a district program that is in alignment with priority programs.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
7.	Should have a state plan for the state specialist team that will specifically identify the roles of each state specialist.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
8.	Should be responsible for ongoing monthly or weekly communication with specialists not assigned to the 4-H department, administration, district supervisors, and associates.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
9.	Serve as a liaison between county, district, and national levels.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
EVALUATION/RECOGNITION			
1.	Actively collect, evaluate, and utilize information from the total 4-H programs.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9
2.	Evaluate 4-H project materials.	/ / / / / / / / / /	1 2 3 4 5 6 7 8 9

		Most Important	Least Important
3.	Provide coordination and guidance in evaluation, measurement of impact, and reporting for 4-H programs.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
4.	Maintain a quality 4-H awards and recognition program.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
5.	Recognize counties and/or agents having successful 4-H programs.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
JUDGING ROLES			
1.	Organize, promote, and conduct state-level 4-H judging contests and related recognition programs.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
2.	Provide district-wide 4-H judging team training.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
3.	Supply adequate judging team training materials for all counties equally.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
4.	Assist with conduction of state and district livestock shows.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
5.	Standardize guidelines for county, district, and state judging contests.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
MATERIALS/CURRICULUM			
1.	Possess a reliable and up-to-date library of available materials.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
2.	Provide up-to-date and appropriate videos for 4-H audiences.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
3.	Develop a good supply of audio-visual teaching aids which are available for lending.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
4.	Develop and provide lesson plans to be used by agents and volunteers.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
5.	Coordinate the development and revision of attention-getting, timely, educational teaching materials and programs which can be used in club meetings.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
6.	Make information interesting and readable.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
7.	See that adequate and proper educational materials exist for all 4-H projects.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
8.	Develop project materials in Leadership and Citizenship.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
9.	Produce useable, fun, and appropriate 4-H literature and publications for lay audiences in support of county programs.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9

		Most Important	Least Important
10.	Provide more leadership in updating project materials and resources.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
11.	Ensure that useful project material exists for each project area for each grade level.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
12.	Develop literature that presents a challenge to youth enrolled in the project.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
13.	Develop; write, adopt, or use comprehensive educational curriculum materials which include 4-H in school lessons, after-school project group materials, related activities, and events that will reinforce the educational outcomes expected.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
14.	See that curriculum is developed in a timely manner on today's "hot" topics for use by 4-H agents and volunteers.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
15.	Teach curriculum for assigned 4-H subject area.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
16.	Identify or develop age-appropriate "teacher friendly" curriculum and programs that are innovative and address critical needs of youth and are made available to county faculty.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
<u>PERSONAL/PROFESSIONAL DEVELOPMENT</u>			
1.	Be realistic in their goals and objectives.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
2.	Serve as an authority in their field.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
3.	Encourage older youth and adults to work with 4-H members.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
4.	Be informed about current issues affecting Tennessee industry and consumers.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
5.	Be knowledgeable of all Extension programs.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
6.	Help promote and cooperate with other Extension sections.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
7.	Be involved in state and national professional organizations.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
8.	Read, train, and study to keep up with all new methods, technology and trends; and to stay current on youth issues.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
9.	Develop a continuous program for their individual professional development.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
10.	Participate in advanced training and professional improvement activities to increase knowledge and expertise.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9

		Most Important	Least Important
11.	Place the needs of the many ahead of the needs of the few.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
12.	Be creative.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
13.	Serve as positive role models for field staff and clientele in order to help motivate and inspire them.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
14.	Be open-minded.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
15.	Be dedicated to improving the lives of young people.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
16.	Be great communicators with all people, including clientele, agents, and news media.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
17.	Should not promise what they can't deliver.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
18.	Always be ready to change, instead of getting caught up in the way it has always been done.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
19.	Be committed to having things happen, not to how they happen.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
20.	Realize that their area is not the only area to which faculty are assigned.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
21.	Give positive feedback when their information is used well.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
22.	Do the same thing differently; work smarter, not harder.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
23.	Keep abreast of new trends and methodology in youth development.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
<u>PROGRAM LEADERSHIP/MANAGEMENT</u>			
1.	Be responsible for all paperwork, letters, requests for donations, acknowledgements, etc., in all actions related to 4-H.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
2.	Maintain up-to-date records on past outstanding 4-H'ers.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
3.	Coordinate state-wide activities of educational 4-H youth programs by acting as conduits among 4-H leaders, agents, subject area specialists, and youth members.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
4.	Unify the 4-H and FFA organizations.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9

		Most Important	Least Important
5.	Provide leadership for sponsor and support organizations.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
6.	Provide overall leadership and direction for 4-H.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
7.	Help to continue a program that provides leadership and citizenship opportunities to youth.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
8.	Research other state programs, current studies, and current Tennessee programs.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
9.	Demonstrate the correct way to handle projects.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
10.	Present talks, lead discussions, and disperse information verbally to lay audiences, commodity groups, and 4-H groups.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
11.	Develop ownership and leadership for the total 4-H educational program, with special emphasis on the educational value of county level learning and development of youth and their volunteer leaders.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
12.	Should constantly work to improve teaching, educational programs, the excellence of county faculty, and the quality of volunteer leaders.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
13.	Maintain communication with national and regional 4-H leadership.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
<u>PROGRAM PLANNING</u>			
1.	Keep programs relevant and up-to-date.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
2.	Provide leadership in developing top-priority statewide 4-H program initiatives.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
3.	Identify state 4-H program needs based on information from advisory committees.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
4.	Develop the 4-H youth components of each of the seven priority programs to educationally serve Tennessee families and individuals.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
5.	Develop more programs and activities in which competition and winning is not the goal or end result.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
6.	Review program directions, determine futuristic directions and objectives, and make changes in programs to meet the needs of clientele.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
7.	Work with county, district, and state staffs in program planning to develop an integrated 4-H program.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
8.	See that projects are available which suit 4-H members needs.	/ / / / / / / / /	/ / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9

Most
Important

Least
Important

PROGRAM SPONSORSHIP

1. Actively gain assistance from donors to support and expand 4-H program needs.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

2. Identify sources of 4-H donor support.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

3. Write grants to develop 4-H funding and support.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

4. Raise funds, obtain sponsorship, and encourage donor support for state events.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

5. Raise funds, obtain sponsorship, and encourage donor support for national events.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

6. Raise funds, obtain sponsorship, and encourage donor support for projects.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

7. Raise funds for educational programs.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

8. Secure money and opportunities for state-winning judging teams to compete on national level or to attend project area tours.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

9. Provide sponsorship for registration fees and awards for state-level activities and conferences.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

10. Actively gain support from donors to support and expand 4-H programs.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

11. Be responsible for state-level 4-H Fund Development.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

PROGRAM SUPPORT

1. Assist administration in making decisions by providing facts and recommendations.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

2. Assist 4-H'ers when they become involved in national programs.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

3. Organize and give support to 4-H groups from Tennessee that attend out-of-state functions.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

4. Present educational programs for 4-H'ers.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

5. Work more closely and have more direct contact with state 4-H officers.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

6. Support proactive programs and proactive teaching.

/ / / / / / / / / /
1 2 3 4 5 6 7 8 9

		Most Important	Least Important
7.	Provide support to departments and sections for specific subject matter-related projects.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
8.	Inform county faculty of national program directions.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
9.	Assist county faculty with prioritizing 4-H projects.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
10.	Serve as resource people to provide ideas to county agents statewide about quality programs which have been successful in other states.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
11.	Work with subject matter specialists and other faculty to help them develop educational programs in their area which are suitable for youth and pertinent to this age level.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
12.	Assist subject matter specialists in creating and updating 4-H literature.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
13.	Serve as a resource in helping industry representatives solve their problems.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
14.	Ask for suggestions and assistance from county agents in setting goals and objectives.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
15.	Support district 4-H programs.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
16.	Relay new trends and methodology to agents in a timely manner through inservice and other means.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
17.	Periodically visit individual counties to attend a monthly school 4-H meeting.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
18.	Present subject matter material at 4-H meetings.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
19.	Assist county personnel and other specialists in finding solutions to problems presented by the public.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
20.	Serve as backup resource individuals for county extension agents.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
21.	Supply answers and respond to requests from agents and 4-H'ers within a reasonable time period.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
22.	Supply information in layman's language to county staff to assist them.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9
23.	Be available to assist with county meetings involving leaders and 4-H'ers.	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9	/ / / / / / / / / / 1 2 3 4 5 6 7 8 9

Most Least
Important Important

SPECIFIC PROGRAMS

- | | |
|---|---|
| 1. Work to include an ethnic dress category in the state level Fashion Revue. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 2. Work to include a rap contest in conjunction with public speaking contests. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 3. Provide liaison on educational camping programs and activities for use statewide. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 4. Should develop innovative camping programs and activities for use statewide. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 5. Present ideas and teach at Junior Achievement Conference. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 6. Judge at 4-H Roundup. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 7. Judge project books. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 8. Organize, conduct, and provide necessary leadership for state-wide educational programs and events. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 9. Develop criteria for district events. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |

VOLUNTEER DEVELOPMENT

- | | |
|--|---|
| 1. Assist in statewide volunteer leader development in program content area. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 2. Give leadership to counties in volunteer leader recruitment by providing materials and curriculum. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 3. Assist county staff in training volunteer leaders. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 4. Aid in the development of teams of volunteer leaders who are competent to teach at the local club level. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 5. Develop curriculum, training materials, and programs for volunteer leader use. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |
| 6. Should make certain that volunteer leaders are properly used at state activities. | <u>/ / / / / / / / /</u>
1 2 3 4 5 6 7 8 9 |

		Most Important	Least Important
24.	Be available to consult with county faculty in the county.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
25.	Provide "special request" 4-H program materials to county staff.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
26.	Provide leadership, assistance, and support to county faculty in developing 4-H program structure/content/direction.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
27.	Inform county faculty about all changes and/or new opportunities within the state's 4-H program.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
28.	Produce and distribute an indexed newsletter to inform agents and specialists of coming 4-H activities and events.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
29.	Provide early notification for 4-H activities and deadlines to all involved parties.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
30.	Help keep agents up-to-date about 4-H program or project happenings.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
<u>PUBLICITY</u>			
1.	Serve as an expert advisor for the media.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
2.	Work to promote 4-H and develop interest among participants in schools.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
3.	Encourage peers and co-workers in their creative efforts to stimulate interest in 4-H.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
4.	Prepare and distribute publicity information about specific 4-H events.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
5.	Report on statewide 4-H programs.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
6.	Coordinate public relations, publicity, and marketing of the 4-H program and its educational impacts in order to create awareness and interest among the public.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
7.	Develop promotional materials about 4-H programs for use in radio.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
8.	Write and distribute informative and promotional news articles about 4-H programs.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
9.	Develop informative and promotional materials about 4-H for use in cable and regular television.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
10.	Take pictures of winning contestants/animals or judging teams and prepare news releases to be forwarded to local newspapers.	/ / / / / / / / / /	/ / / / / / / / / /
		1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9

Most Important

Least
Important

If we have somehow missed a statement that you consider important, please write it in the space provided below and rate it on the scale provided. Then, please give us your reason for considering it as important.

1.

1	2	3	4	5	6	7	8	9	

REASON:

2.

1	2	3	4	5	6	7	8	9	

REASON:

COMMENTS:

APPENDIX C

THIRD ROUND MATERIALS

April 29, 1994

1 ~

2 ~

3 ~

Dear 4 ~

Enclosed you will find the third round questionnaire in our Delphi study concerning the roles of Tennessee Extension 4-H specialists. Please read the directions at the top of the first page very carefully prior to completing the questionnaire.

This is the final part of our study and is necessary for the development of the final report and recommendations. Therefore, **please try to return it to me by May 13, 1994**. Completion of this round of the study should take approximately 20 minutes.

Since this is the last in the series of questionnaires, I would like to take a moment to thank you for the thought, sincerity and effort you provided. Responses were outstanding and very useful. I will be sending a brief summary to those of you who request it later this summer. Please call me if you have any questions.

Sincerely,

Carla N. Carver
Graduate Research Assistant

**DELPHI PANEL RESPONSE FORM
ROUND THREE**

The following is a prioritized list of those statements you and other panel members have provided us during our panel study process. These statements are listed as they were ranked in order of most important (first) to least important (last). The rankings were determined by the panel's collective ratings of each statement. . Beside each statement, in the first column, is the overall rating of the statement based upon an average of all panel member's responses. Immediately to the right of that rating is your individual rating of that statement. If, after looking at the current list, you disagree with the ordering of the list, would you please use the space provided at the extreme right to provide your written comments regarding why this item should be ranked higher (or lower). You may also use the backs of the pages if additional space is needed.

Thank you very much for serving on our panel. This will be our last correspondence unless you would like a copy of our final report. If you would like a copy of our report, simply put your name and address on the last page of this form.

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
<u>AGENT TRAINING AND DEVELOPMENT</u>			
1. Develop and conduct useful inservice training for county 4-H agents and volunteers that addresses the delivery of youth programming to 4-H'ers.	2.24		
2. Develop and conduct training in 4-H program content and implementation for new staff.	2.50		
3. Train county 4-H agents on how to identify, recruit, and train volunteers.	2.54		
4. Train county 4-H agents and volunteer leaders in working with 4-H'ers of various ages.	2.57		
5. Train young agents to prioritize to avoid burnout.	3.20		
6. Train agents in evaluation of their programs.	3.63		
7. Provide staff development that will increase enthusiasm for county personnel.	3.66		
8. Provide leadership and training to county 4-H agents about determining clientele needs.	3.89		
9. Provide inservice training for young agents regarding the improvement of organization skills.	4.12		
10. Train county 4-H agents in the guidelines and procedures to be followed at all state 4-H events and activities.	4.29		
11. Train 4-H agents in the general philosophy related to 4-H programs.	4.60		
12. Train agents in awards and recognition programs.	4.71		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
<u>COOPERATIVE EFFORTS</u>			
1. Should have a state plan for the state specialist team that will specifically identify the roles of each state specialist.	2.80		
2. Should perform as a unified team working toward a unified educational vision and mission, while maintaining the integrity of individual strengths each specialist brings to the team.	2.89		
3. Facilitate coalition-building among other groups and agencies with similar goals in program content and youth development.	3.00		
4. Should work with district faculty to assist in developing a district program that is in alignment with priority programs.	3.26		
5. Work with a mix of agents, volunteer leaders, and donors to create a shared vision, mission, and strategic plan for the 4-H youth program.	3.26		
6. Serve as liaison to the State Department of Education to develop working partnership to address critical needs of youth.	3.69		
7. Serve as a liaison between county, district, and national levels.	3.83		
8. Should be responsible for ongoing monthly or weekly communication with specialists not assigned to the 4-H department, administration, district supervisors, and associates.	4.71		
9. Expand teaching audiences to include other youth groups.	5.17		
<u>EVALUATION/RECOGNITION</u>			
1. Actively collect, evaluate, and utilize information from the total 4-H programs.	3.06		
2. Evaluate 4-H project materials.	3.20		
3. Provide coordination and guidance in evaluation, measurement of impact, and reporting for 4-H programs.	3.34		
4. Maintain a quality 4-H awards and recognition program.	3.57		
5. Recognize counties and/or agents having successful 4-H programs.	3.80		
<u>JUDGING ROLES</u>			
1. Supply adequate judging team training materials for all counties equally.	2.80		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
2. Standardize guidelines for county, district, and state judging contests.	2.91		
3. Organize, promote, and conduct state-level 4-H judging contests and related recognition programs.	3.51		
4. Provide district-wide 4-H judging team training.	4.46		
5. Assist with conduction of state and district livestock shows.	4.66		
<u>MATERIALS/CURRICULUM</u>			
1. Make information interesting and readable.	2.14		
2. See that curriculum is developed in a timely manner on today's "hot" topics for use by 4-H agents and volunteers.	2.31		
3. Coordinate the development and revision of attention-getting, timely, educational teaching materials and programs which can be used in club meetings.	2.37		
4. Develop literature that presents a challenge to youth enrolled in the project.	2.49		
5. Possess a reliable and up-to-date library of available materials.	2.56		
6. See that adequate and proper educational materials exist for all 4-H projects.	2.57		
7. Identify or develop age-appropriate "teacher friendly" curriculum and programs that are innovative and address critical needs of youth and are made available to county faculty.	2.77		
8. Provide up-to-date and appropriate videos for 4-H audiences.	2.89		
9. Provide more leadership in updating project materials and resources.	2.94		
10. Ensure that useful project material exists for each project area for each grade level.	2.97		
11. Develop, write, adopt, or use comprehensive educational curriculum materials which include 4-H in school lessons, after-school project group materials, related activities, and events that will reinforce the educational outcomes expected.	2.97		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
12. Develop a good supply of audio-visual teaching aids which are available for lending.	3.06		
13. Develop and provide lesson plans to be used by agents and volunteers.	3.29		
14. Produce useable, fun, and appropriate 4-H literature and publications for lay audiences in support of county programs.	3.59		
15. Develop project materials in Leadership and Citizenship.	3.63		
16. Teach curriculum for assigned 4-H subject area.	4.20		
<u>PERSONAL/PROFESSIONAL DEVELOPMENT</u>			
1. Be dedicated to improving the lives of young people.	1.49		
2. Always be ready to change, instead of getting caught up in the way it has always been done.	1.91		
3. Be open-minded.	2.00		
4. Keep abreast of new trends and methodology in youth development.	2.06		
5. Serve as positive role models for field staff and clientele in order to help motivate and inspire them.	2.09		
6. Read, train, and study to keep up with all new methods, technology and trends; and to stay current on youth issues.	2.14		
7. Should not promise what they can't deliver.	2.17		
8. Be creative.	2.20		
9. Realize that their area is not the only area to which faculty are assigned.	2.29		
10. Be great communicators with all people, including clientele, agents, and news media.	2.29		
11. Be realistic in their goals and objectives.	2.37		
12. Give positive feedback when their information is used well.	2.43		
13. Serve as an authority in their field.	2.43		
14. Participate in advanced training and professional improvement activities to increase knowledge and expertise.	2.54		
15. Do the same thing differently; work smarter, not harder.	2.71		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
16. Help promote and cooperate with other Extension sections.	2.86		
17. Be committed to having things happen, not to how they happen.	2.97		
18. Develop a continuous program for their individual professional development.	2.97		
19. Encourage older youth and adults to work with 4-H members.	3.26		
20. Be informed about current issues affecting Tennessee industry and consumers.	3.31		
21. Place the needs of the many ahead of the needs of the few.	3.65		
22. Be involved in state and national professional organizations.	3.77		
23. Be knowledgeable of all Extension programs.	3.94		
<u>PROGRAM LEADERSHIP/MANAGEMENT</u>			
1. Should constantly work to improve teaching, educational programs, the excellence of county faculty, and the quality of volunteer leaders.	2.17		
2. Provide overall leadership and direction for 4-H.	2.51		
3. Help to continue a program that provides leadership and citizenship opportunities to youth.			
4. Coordinate state-wide activities of educational 4-H youth programs by acting as conduits among 4-H leaders, agents, subject area specialists, and youth members.	3.06		
5. Develop ownership and leadership for the total 4-H educational program, with special emphasis on the educational value of county level learning and development of youth and their volunteer leaders.	3.14		
6. Research other state programs, current studies, and current Tennessee programs.	3.57		
7. Maintain communication with national and regional 4-H leadership.	3.66		
8. Provide leadership for sponsor and support organizations.	4.03		
9. Demonstrate the correct way to handle projects.	4.06		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
10. Present talks, lead discussions, and disperse information verbally to lay audiences, commodity groups and 4-H groups.	4.14		
11. Be responsible for all paperwork, letters, requests for donations, acknowledgements, etc., in all actions related to 4-H.	4.23		
12. Maintain up-to-date records on past outstanding 4-H'ers.	4.69		
13. Unify the 4-H and FFA organizations.	6.00		
<u>PROGRAM PLANNING</u>			
1. Keep programs relevant and up-to-date.	1.41		
2. Review program directions, determine futuristic directions and objectives, and make changes in programs to meet the needs of clientele.	2.11		
3. Develop more programs and activities in which competition and winning is not the goal or end result.	2.20		
4. Work with county, district, and state staffs in program planning to develop an integrated 4-H program.	2.26		
5. Provide leadership in developing top-priority statewide 4-H program initiatives.	2.37		
6. See that projects are available which suit 4-H members needs.	2.37		
7. Identify state 4-H program needs based on information from advisory committees.	2.80		
8. Develop the 4-H youth components of each of the seven priority programs to educationally serve Tennessee families and individuals.	3.34		
<u>PROGRAM SPONSORSHIP</u>			
1. Actively gain assistance from donors to support and expand 4-H program needs.	2.37		
2. Identify sources of 4-H donor support.	2.89		
3. Actively gain support from donors to support and expand 4-H programs.	3.00		
4. Write grants to develop 4-H funding and support.	3.29		
5. Raise funds for educational programs.	3.37		
6. Raise funds, obtain sponsorship, and encourage donor support for state events.	3.60		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
7. Raise funds, obtain sponsorship, and encourage donor support for projects.	3.63		
8. Secure money and opportunities for state-winning judging teams to compete on national level or to attend project area tours.	3.66		
9. Be responsible for state-level 4-H Fund Development.	3.91		
10. Provide sponsorship for registration fees and awards for state-level activities and conferences.	4.06		
11. Raise funds, obtain sponsorship, and encourage donor support for national events.	5.06		
<u>PROGRAM SUPPORT</u>			
1. Supply answers and respond to requests from agents and 4-H'ers within a reasonable time period.	1.97		
2. Relay new trends and methodology to agents in a timely manner through inservice and other means.	1.97		
3. Work with subject matter specialists and other faculty to help them develop educational programs in their area that are suitable for youth and pertinent to this age level.	2.17		
4. Assist administration in making decisions by providing facts and recommendations.	2.23		
5. Help keep agents up-to-date about 4-H program or project happenings.	2.31		
6. Inform county faculty about all changes and/or new opportunities within the state's 4-H program.	2.31		
7. Provide early notification for 4-H activities and deadlines to all involved parties.	2.37		
8. Supply information in layman's language to county staff to assist them.	2.41		
9. Serve as resource people to provide ideas to county agents statewide about quality programs which have been successful in other states.	2.51		
10. Assist subject matter specialists in creating and updating 4-H literature.	2.77		
11. Inform county faculty of national program directions.	2.97		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
12. Provide leadership, assistance, and support to county faculty in developing 4-H program structure/content/direction.	3.06		
13. Provide support to departments and sections for specific subject matter-related projects.	3.14		
14. Be available to consult with county faculty in the county.	3.20		
15. Support proactive programs and proactive teaching.	3.26		
16. Ask for suggestions and assistance from county agents in setting goals and objectives.	3.43		
17. Produce and distribute an indexed newsletter to inform agents and specialists of coming 4-H activities and events.	3.46		
18. Assist 4-H'ers when they become involved in national programs.	3.69		
19. Support district 4-H programs.	3.74		
20. Organize and give support to 4-H groups from Tennessee that attend out-of-state functions.	3.80		
21. Serve as backup resource individuals for county extension agents.	3.89		
22. Assist county personnel and other specialists in finding solutions to problems presented by the public.	3.94		
23. Provide "special request" 4-H program materials to county staff.	4.20		
24. Assist county faculty with prioritizing 4-H projects.	4.46		
25. Work more closely and have more direct contact with state 4-H officers.	4.94		
26. Present educational programs for 4-H'ers.	5.17		
27. Be available to assist with county meetings involving leaders and 4-H'ers.	5.69		
28. Periodically visit individual counties to attend a monthly school 4-H meeting.	5.80		
29. Present subject matter material at 4-H meetings.	6.43		
30. Serve as a resource in helping industry representatives solve their problems.	6.57		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
<u>PUBLICITY</u>			
1. Report on statewide 4-H programs.	2.51		
2. Coordinate public relations, publicity, and marketing of the 4-H program and its educational impacts in order to create awareness and interest among the public.	2.71		
3. Write and distribute informative and promotional news articles about 4-H programs.	3.29		
4. Prepare and distribute publicity information about specific 4-H events.	3.29		
5. Encourage peers and co-workers in their creative efforts to stimulate interest in 4-H.	3.43		
6. Develop informative and promotional materials about 4-H for use in cable and regular television.	3.43		
7. Develop promotional materials about 4-H programs for use in radio.	3.54		
8. Serve as an expert advisor for the media.	3.80		
9. Work to promote 4-H and develop interest among participants in schools.	3.89		
10. Take pictures of winning contestants/animals or judging teams and prepare news releases to be forwarded to local newspapers.	4.14		
<u>SPECIFIC PROGRAMS</u>			
1. Organize, conduct, and provide necessary leadership for state-wide educational programs and events.	3.03		
2. Should develop innovative camping programs and activities for use statewide.	3.51		
3. Provide liaison on educational camping programs and activities for use statewide.	3.91		
4. Develop criteria for district events.	4.69		
5. Present ideas and teach at Junior Achievement Conference.	4.82		
6. Judge project books.	5.74		
7. Judge at 4-H Roundup.	6.26		
8. Work to include an ethnic dress category in the state level Fashion Revue.	6.94		

	Group Rating	Your Rating	Your reason for disagreeing (if you do)
9. Work to include a rap contest in conjunction with public speaking contests.	7.57		
<u>VOLUNTEER DEVELOPMENT</u>			
1. Develop curriculum, training materials, and programs for volunteer leader use.	2.63		
2. Give leadership to counties in volunteer leader recruitment by providing materials and curriculum.	2.77		
3. Should make certain that volunteer leaders are properly used at state activities.	2.86		
4. Aid in the development of teams of volunteer leaders who are competent to teach at the local club level.	3.00		
5. Assist in statewide volunteer leader development in program content area.	3.03		
6. Assist county staff in training volunteer leaders.	3.26		

PLEASE NOTE: One panel member added an additional item to the second round questionnaire. Please take a moment to rate the importance of the following item as a role that Tennessee Extension 4-H specialists should perform, and then provide comments if you wish.

	Most Important	Least Important
1. Assign state level 4-H staff person as coordinator for the 4-H Shooting Sports program.		
	1 2 3 4 5 6 7 8 9	

Comments:

APPENDIX D

**ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES**

ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
1. Keep programs relevant and up-to-date.	1.41	.70
2. Be dedicated to improving the lives of young people.	1.49	.70
3. Always be ready to change, instead of getting caught up in the way it has always been done.	1.91	.95
4. Supply answers and respond to requests from agents and 4-H'ers within a reasonable time period.	1.97	.98
5. Relay new trends and methodology to agents in a timely manner through inservice and other means.	1.97	1.20
6. Be open-minded.	2.00	1.16
7. Keep abreast of new trends and methodology in youth development	2.06	1.14
8. Serve as positive role models for field staff and clientele in order to help motivate and inspire them.	2.09	1.34
9. Review program directions, determine futuristic directions and objectives, and make changes in programs to meet the needs of clientele.	2.11	1.16
10. Read, train, and study to keep up with all new methods, technology and trends; and to stay current on youth issues.	2.14	1.19
11. Make information interesting and readable.	2.14	1.46
12. Work with subject matter specialists and other faculty to help them develop educational programs in their area that are suitable for youth and pertinent to this age level.	2.17	1.27
13. Should constantly work to improve teaching, educational programs, the excellence of county faculty, and the quality of volunteer leaders.	2.17	1.34
14. Should not promise what they can't deliver.	2.17	1.62
15. Be creative.	2.20	1.47
16. Develop more programs and activities in which competition and winning is not the goal or end result.	2.20	1.94
17. Assist administration in making decisions by providing facts and recommendations.	2.23	1.46
18. Develop and conduct useful inservice training for county 4-H agents and volunteers that addresses the delivery of youth programming to 4-H'ers.	2.24	1.42

ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES (continued)

	Mean	Standard Deviation
19. Work with county, district, and state staffs in program planning to develop an integrated 4-H program.	2.26	1.17
20. Realize that their area is not the only area to which faculty are assigned.	2.29	1.27
21. Be great communicators with all people, including clientele, agents, and news media.	2.29	1.34
22. See that curriculum is developed in a timely manner on today's "hot" topics for use by 4-H agents and volunteers.	2.31	1.51
23. Help keep agents up-to-date about 4-H program or project happenings.	2.31	1.53
24. Inform county faculty about all changes and/or new opportunities within the state's 4-H program.	2.31	1.57
25. Coordinate the development and revision of attention-getting, timely, educational teaching materials and programs which can be used in club meetings.	2.37	1.24
26. Provide leadership in developing top-priority statewide 4-H program initiatives.	2.37	1.35
27. See that projects are available which suit 4-H members needs.	2.37	1.40
28. Actively gain assistance from donors to support and expand 4-H program needs.	2.37	1.70
29. Provide early notification for 4-H activities and deadlines to all involved parties.	2.37	1.78
30. Be realistic in their goals and objectives.	2.37	1.85
31. Supply information in layman's language to county staff to assist them.	2.41	1.33
32. Give positive feedback when their information is used well.	2.43	1.29
33. Serve as an authority in their field.	2.43	1.74
34. Develop literature that presents a challenge to youth enrolled in the project.	2.49	1.72
35. Develop and conduct training in 4-H program content and implementation for new staff.	2.50	1.48
36. Serve as resource people to provide ideas to county agents statewide about quality programs which have been successful in other states.	2.51	1.22
37. Provide overall leadership and direction for 4-H.	2.51	1.56
38. Report on statewide 4-H programs.	2.51	1.90

**ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES (continued)**

	Mean	Standard Deviation
39. Participate in advanced training and professional improvement activities to increase knowledge and expertise.	2.54	1.62
40. Train county 4-H agents on how to identify, recruit, and train volunteers.	2.54	1.65
41. Possess a reliable and up-to-date library of available materials.	2.56	1.62
42. Train county 4-H agents and volunteer leaders in working with 4-H'ers of various ages.	2.57	1.60
43. See that adequate and proper educational materials exist for all 4-H projects.	2.57	2.12
44. Develop curriculum, training materials, and programs for volunteer leader	2.63	1.91
45. Coordinate public relations, publicity, and marketing of the 4-H program and its educational impacts in order to create awareness and interest among the public.	2.71	1.69
46. Do the same thing differently; work smarter, not harder.	2.71	1.89
47. Identify or develop age-appropriate "teacher friendly" curriculum and programs that are innovative and address critical needs of youth and are made available to county faculty.	2.77	1.93
48. Give leadership to counties in volunteer leader recruitment by providing materials and curriculum.	2.77	2.10
49. Assist subject matter specialists in creating and updating 4-H literature.	2.77	2.16
50. Identify state 4-H program needs based on information from advisory committees.	2.80	1.64
51. Should have a state plan for the state specialist team that will specifically identify the roles of each state specialist.	2.80	1.78
52. Supply adequate judging team training materials for all counties equally.	2.80	1.89
53. Help promote and cooperate with other Extension sections.	2.86	1.31
54. Should make certain that volunteer leaders are properly used at state activities.	2.86	1.91
55. Identify sources of 4-H donor support.	2.89	1.75
56. Should perform as a unified team working toward a unified educational vision and mission, while maintaining the integrity of individual strengths each specialist brings to the team.	2.89	1.88
57. Provide up-to-date and appropriate videos for 4-H audiences.	2.89	1.89

**ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES (continued)**

	Mean	Standard Deviation
58. Standardize guidelines for county, district, and state judging contests.	2.91	2.03
59. Provide more leadership in updating project materials and resources.	2.94	1.78
60. Help to continue a program that provides leadership and citizenship opportunities to youth.	2.97	1.42
61. Be committed to having things happen, not to how they happen.	2.97	1.64
62. Inform county faculty of national program directions.	2.97	1.72
63. Develop a continuous program for their individual professional development.	2.97	2.09
64. Ensure that useful project material exists for each project area for each grade level.	2.97	2.16
65. Develop, write, adopt, or use comprehensive educational curriculum materials which include 4-H in school lessons, after-school project group materials, related activities, and events that will reinforce the educational outcomes expected.	2.97	2.29
66. Facilitate coalition-building among other groups and agencies with similar goals in program content and youth development.	3.00	1.37
67. Aid in the development of teams of volunteer leaders who are competent to teach at the local club level.	3.00	2.01
68. Actively gain support from donors to support and expand 4-H programs.	3.00	2.03
69. Assist in statewide volunteer leader development in program content area.	3.03	1.87
70. Organize, conduct, and provide necessary leadership for state-wide educational programs and events.	3.03	2.19
71. Coordinate state-wide activities of educational 4-H youth programs by acting as conduits among 4-H leaders, agents, subject area specialists, and youth members.	3.06	1.43
72. Provide leadership, assistance, and support to county faculty in developing 4-H program structure/content/direction.	3.06	1.81
73. Actively collect, evaluate, and utilize information from the total 4-H programs.	3.06	1.86
74. Develop a good supply of audio-visual teaching aids which are available for lending.	3.06	1.91
75. Develop ownership and leadership for the total 4-H educational program, with special emphasis on the educational value of county level learning and of youth and their volunteer leaders.	3.14	1.77

**ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES (continued)**

	Mean	Standard Deviation
76. Provide support to departments and sections for specific subject matter related projects.	3.14	1.87
77. Be available to consult with county faculty in the county.	3.20	1.66
78. Evaluate 4-H project materials.	3.20	2.23
79. Train young agents to prioritize to avoid burnout.	3.20	2.32
80. Support proactive programs and proactive teaching.	3.26	1.75
81. Should work with district faculty to assist in developing a district program that is in alignment with priority programs.	3.26	1.93
82. Assist county staff in training volunteer leaders.	3.26	1.99
83. Work with a mix of agents, volunteer leaders, and donors to create a shared vision, mission, and strategic plan for the 4-H youth program.	3.26	2.23
84. Encourage older youth and adults to work with 4-H members.	3.26	2.29
85. Write and distribute informative and promotional news articles about 4-H programs.	3.29	1.92
86. Prepare and distribute publicity information about specific 4-H events.	3.29	2.15
87. Develop and provide lesson plans to be used by agents and volunteers.	3.29	2.28
88. Write grants to develop 4-H funding and support.	3.29	2.28
89. Be informed about current issues affecting Tennessee industry and consumers.	3.31	2.29
90. Provide coordination and guidance in evaluation, measurement of impact, and reporting for 4-H programs.	3.34	2.07
91. Develop the 4-H youth components of each of the seven priority programs to educationally serve Tennessee families and individuals.	3.34	2.25
92. Raise funds for educational programs.	3.37	2.34
93. Ask for suggestions and assistance from county agents in setting goals and objectives.	3.43	1.90
94. Encourage peers and co-workers in their creative efforts to stimulate interest in 4-H.	3.43	1.97
95. Develop informative and promotional materials about 4-H for use in cable and regular television.	3.43	2.16

ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES (continued)

	Mean	Standard Deviation
96. Produce and distribute an indexed newsletter to inform agents and specialists of coming 4-H activities and events.	3.46	2.36
97. Organize, promote, and conduct state-level 4-H judging contests and related recognition programs.	3.51	2.23
98. Should develop innovative camping programs and activities for use statewide.	3.51	2.49
99. Develop promotional materials about 4-H programs for use in radio.	3.54	2.25
100. Maintain a quality 4-H awards and recognition program.	3.57	1.63
101. Research other state programs, current studies, and current Tennessee programs.	3.57	1.72
102. Produce useable, fun, and appropriate 4-H literature and publications for lay audiences in support of county programs.	3.59	2.12
103. Raise funds, obtain sponsorship, and encourage donor support for state events.	3.60	2.37
104. Develop project materials in Leadership and Citizenship.	3.63	2.09
105. Raise funds, obtain sponsorship, and encourage donor support for projects.	3.63	2.20
106. Train agents in evaluation of their programs.	3.63	2.26
107. Place the needs of the many ahead of the needs of the few.	3.65	2.56
108. Provide staff development that will increase enthusiasm for county personnel.	3.66	2.17
109. Maintain communication with national and regional 4-H leadership.	3.66	2.27
110. Secure money and opportunities for state-winning judging teams to compete on the national level or to attend project area tours.	3.66	2.39
111. Serve as liaison to the State Department of Education to develop a working partnership to address critical needs of youth.	3.69	2.37
112. Assist 4-H'ers when they become involved in national programs.	3.69	2.11
113. Support district 4-H programs.	3.74	2.21
114. Be involved in state and national professional organizations.	3.77	2.39
115. Serve as an expert advisor for the media.	3.80	2.21
116. Recognize counties and/or agents having successful 4-H programs.	3.80	2.29

**ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES (continued)**

	Mean	Standard Deviation
117. Organize and give support to 4-H groups from Tennessee that attend out-of-state functions.	3.80	2.32
118. Serve as a liaison between county, district, and national levels.	3.83	2.27
119. Provide leadership and training to county 4-H agents about determining clientele needs.	3.89	1.88
120. Serve as backup resource individuals for county extension agents.	3.89	2.37
121. Work to promote 4-H and develop interest among participants in schools.	3.89	2.64
122. Provide liaison on educational camping programs and activities for use statewide.	3.91	2.29
123. Be responsible for state-level 4-H Fund Development.	3.91	2.58
124. Assist county personnel and other specialists in finding solutions to problems presented by the public.	3.94	1.91
125. Be knowledgeable of all Extension programs.	3.94	2.01
126. Provide leadership for sponsor and support organizations.	4.03	2.30
127. Demonstrate the correct way to handle projects.	4.06	2.27
128. Provide sponsorship for registration fees and awards for state-level activities and conferences.	4.06	2.42
129. Provide inservice training for young agents regarding the improvement of organization skills.	4.12	2.37
130. Take pictures of winning contestants/animals or judging teams and prepare news releases to be forwarded to local newspapers.	4.14	2.48
131. Present talks, lead discussions, and disperse information verbally to lay audiences, commodity groups and 4-H groups.	4.14	2.63
132. Provide "special request" 4-H program materials to county staff.	4.20	2.14
133. Teach curriculum for assigned 4-H subject area.	4.20	2.68
134. Be responsible for all paperwork, letters, requests for donations, acknowledgements, etc., in all actions related to 4-H.	4.23	2.51
135. Train county 4-H agents in the guidelines and procedures to be followed at all state 4-H events and activities.	4.29	2.14
136. Assist county faculty with prioritizing 4-H projects.	4.46	2.05

**ROLES OF TENNESSEE EXTENSION 4-H SPECIALISTS
PRIORITIZED BY MEAN SCORES (continued)**

	Mean	Standard Deviation
137. Provide district-wide 4-H judging team training.	4.46	2.27
138. Train 4-H agents in the general philosophy related to 4-H programs.	4.60	2.51
139. Assist with conduction of state and district livestock shows.	4.66	2.81
140. Maintain up-to-date records on past outstanding 4-H'ers.	4.69	2.47
141. Develop criteria for district events.	4.69	2.59
142. Train agents in awards and recognition programs.	4.71	2.40
143. Should be responsible for ongoing monthly or weekly communication with specialists not assigned to the 4-H department, administration, district supervisors, and associates.	4.71	2.53
144. Present ideas and teach at Junior Achievement Conference.	4.82	2.76
145. Work more closely and have more direct contact with state 4-H officers.	4.94	2.10
146. Raise funds, obtain sponsorship, and encourage donor support for national events.	5.06	2.48
147. Expand teaching audiences to include other youth groups.	5.17	2.29
148. Present educational programs for 4-H'ers.	5.17	2.60
149. Be available to assist with county meetings involving leaders and 4-H'ers.	5.69	2.55
150. Periodically visit individual counties to attend a monthly school 4-H meeting.	5.80	2.56
151. Judge project books.	5.74	2.81
152. Unify the 4-H and FFA organizations.	6.00	2.79
153. Judge at 4-H Roundup.	6.26	2.88
154. Present subject matter material at 4-H meetings.	6.43	2.75
155. Serve as a resource in helping industry representatives solve their problems.	6.57	2.43
156. Work to include an ethnic dress category in the state-level Fashion Revue.	6.94	2.42
157. Work to include a rap contest in conjunction with public speaking contests.	7.57	2.23

VITA

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In January, 1993, she began graduate studies as a Graduate Research Assistant in the Department of Agricultural and Extension Education. While there, she co-authored the Second Edition of the Department of Agricultural and Extension Education Graduate Student Handbook and was initiated into Gamma Sigma Delta national honor society.

In August, 1994, Carla graduated with a Master of Science degree in Agricultural and Extension Education. She then began a career as an Extension Assistant for personnel in the Tennessee Agricultural Extension Service administration office.